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# Sierra

## EDUCATIONAL NEWS



*Franklin Delano Roosevelt, President of the United States of America and Commander-in-Chief of the Armed Forces of the Republic. See Page One.*

There are 39,250 copies of this issue . . . . . MARCH 1942

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## SIERRA EDUCATIONAL NEWS

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Plate courtesy of National Broadcasting Company, New York City, from its brochure honoring the 15th birthday of Network Broadcasting.

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# TRAVEL SECTION



## West Coast School

*Death Valley Trip of West Coast School of Nature Study*

**S**IX days of exploring the wonders of fabulous Death Valley in the desert of southern California—that is the laboratory course offered for the week of Easter vacation by West Coast School of Nature Study at San Jose State College.

On Sunday, **March 29**, a group of 200 students and teachers meets at their Furnace Creek Ranch headquarters in Death Valley. There, under guidance of a corps of experienced professors of nature subjects—plant and animal life, chemical deposits, geologic features—enrollees of this outdoor school will learn all about the desert, until Saturday, April 4. What a vacation they'll enjoy, too!

Imagine them there. Wearing comfortable camp togs, unhampered by thoughts of notebooks and term papers due, examinations to cram for, or unsympathetic professors, these students will follow a procedure something like this:

Breakfast at 7 o'clock; field trips from 8 until 1 p.m.; lunch from 1 to 2; optional trips to points of interest such as "Death Valley Scotty's Castle" from 2 to 4; recreational activities including swimming and horseback riding; a few evening discussions and illustrated lectures; several student body gatherings featuring community singing and entertainment by school members.

It isn't life in the rough, by any means; it's invigorating life in the open. The student has his choice of just how "open" it shall be. Housekeeping cabins, lodge accommodations, tents, or just plain sleeping-bags are all popular with these desert goers. The fee of \$12 includes tuition and cost of materials used; additional charges, depending on how "soft" the student considers himself, cover food and camping costs.

San Jose State College awards two quarter units of credit in natural science to those who take this vacation course. The instructional staff is the same as that which conducts the summer West Coast Schools of Nature Study in such scenic spots as

Yosemite, Mt. Lassen National Park, Big Basin, Sequoia, Asilomar, Mammoth Lake, Redwood Highway region, Lake county, Fallen Leaf Lake in the Tahoe country, San Bernardino Mountain area, and many other beautiful California regions.

Dr. P. Victor Peterson, Chairman of the Department of Natural Sciences at San Jose State College, conducts outdoor classes in the chemistry of minerals; Dr. Carl D. Duncan guides groups on insect study; Fred Buss, geology and physiography; Dr. Gayle Pickwell, birds; Dr. Karl Hazeltine, nature methods; Emily Smith, wild flowers. Registrar and financial secretary is Gertrude Witherspoon.

"Classes" are so arranged that each student has gone on every field-trip by the end of the sixth day. Because of the planning needed for this schedule and the food, transportation and accommodation arrangements, prospective students should write Dr. Peterson or Registrar Witherspoon at once. No science prerequisites are necessary.

*Top: Searching for specimens, Furnace Creek Wash, Death Valley. West Coast School group. Bottom: A lecture on borax at the Old Harmony Borax Works from whence 20-mule teams went to Mojave. West Coast School group.*





## Latin America

Harry McMasters, Stanford University

A SERVICE to teachers who need materials on Latin-America, or those who are planning trips to Latin-America during the coming summer, is offered by the Office of Pan-American Relations at Stanford University.

This office, through courtesy of Pan-American Union in Washington, D. C., consular staffs of Latin-American countries in San Francisco, and their respective tourist bureaus, has on hand a variety of teaching aids and guide literature in Spanish and English. Supplies of the latter are available for general distribution on request. The teaching aids may be had at the library for reference.

They include lists of Latin-American studies available at United States institutions of higher learning, curricula of various universities of the republics to the south, current poetry, directories of learned societies in specific fields, journals dealing with the social sciences, bibliographies and other materials. There are also files of many important newspapers of Central and South America.

The Stanford Office of Pan-American Relations is in charge of Mrs. Maria Hoge, who has lived in various Latin-American countries and was secretary to the Spanish ambassador in Washington, D. C. She has recently returned from a trip to the east.

\*\*\*

## Pan-American Exposition

PLANS are being made for an exposition in Buenos Aires to celebrate the 450th anniversary of the discovery of America, writes Albert K. Dawson of the American Express Travel Service.

The official announcement in Buenos Aires by Dr. Daniel Amadeo y Vidal, Argentine Minister of Agriculture, has aroused much interest in commercial and travel circles. Spain and Portugal, as well as all the republics of the Western Hemisphere, it is said, will be invited to participate. The committee plans to hold this exposition in October at the same time as the Annual Nation Live Stock Fair, of the Sociedad Rural. October is a fall month with us but a spring month south of the Equator.

Further details may be obtained from the Argentine office of the American Express at Calle Peru No. 22 in Buenos Aires.



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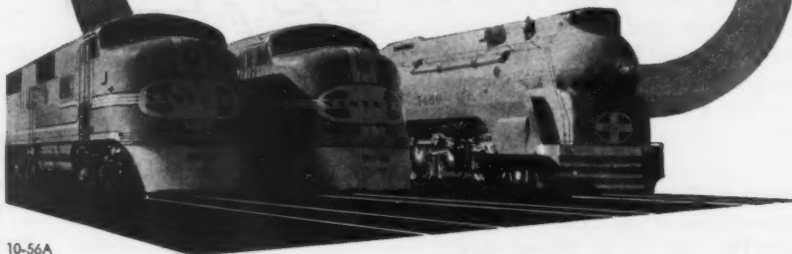
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scented air; that grey, gabled inn, with its  
faint stirrings of life amid the slumber of  
the mountains—I slowly awake to a sense  
of admiration, gratitude, and almost love.  
—Robert Louis Stevenson

**AS WORLD FAMOUS  
AS SAN FRANCISCO**



*The*  
**PALACE  
HOTEL**

**Treasure Island**

**H**ELEN Heffernan, Chief of the Division of Elementary Education, California State Department of Education, Wilhelmina Harper, Librarian, Redwood City Public Library, and Gretchen Wulffing, Supervisor of Primary Education, Oakland City Schools, have prepared one of the books, *Sails Set for Treasure Island*, in the Golden Road to Reading Series, issued by Sanborn.

This volume contains a great variety of

material for the teaching of reading and appreciation of reading. The stories and pieces have all been selected with an idea of giving to the children ideas which have been presented to boys and girls in the various countries over a long period of time.

In addition to the straight reading material, lessons for learning the meanings of various words and phrases are found, also how to use the dictionary is explained and used by the authors. This book should make a valuable addition to the various schools of California.

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## CTA CONSULTING GROUPS

### SPRING CONSULTING GROUP PROGRAM: THE WAR AND THE SCHOOLS

Arthur F. Corey, Los Angeles; CTA State Director of Consulting Groups

**T**HE impact of the war effort is making itself felt in every phase of American life. Normal procedures are being modified and new procedures instituted. This year's Consulting Group program has been revamped to meet the new situation.

A new publication of the Educational Policies Commission entitled *A War Policy For American Schools* has been distributed to all Associates. The whole problem of the war and the schools has been divided into two sub-topics:

1. A War Policy for California Schools.
2. Financing California Schools in War Time.

The discussion outline for the first topic has already been distributed and the material for the second topic will soon be in the mails. Inasmuch as the release of study-materials has been delayed until the publication of the Policies Commission was released, it is now imperative that local groups plan at once their meetings.

The interest of teachers in these topics should be compelling, and if publicized the attendance should be larger than for any problem yet approached.

#### *A War Policy For California Schools*

The Policies Commission organized this subject around certain educational "priorities":

1. Training workers for war industries and services.
2. Producing goods and services needed for the war.
3. Conserving materials by prudent consumption and salvage.
4. Helping to raise funds to finance the war.
5. Increasing effective man-power by correcting educational deficiencies.
6. Promoting health and physical efficiency.
7. Protecting school-children and property against attack.
8. Protecting the ideals of democracy against war hazards.

9. Teaching the issues, aims, and progress of the war and the peace.
10. Sustaining the morale of children and adults.
11. Maintaining intelligent loyalty to American democracy.

Individual Consulting Groups may well evaluate these "priorities" and use the four or five which seem to them most significant as the basis for this discussion. The report form is organized around three basic questions for each "priority."

- a. What are we doing about it now?
- b. What should we be doing about it?
- c. What are the problems and difficulties to be faced?

#### *Financing California Schools in War Time*

**I**N connection with this study Associates will be furnished with the summary results of economic studies recently completed by Dr. Elmer H. Staffebach, research director for CTA. There are several points which must not be overlooked:

- a. The crushing competition of rising Federal taxation.
- b. The steadily decreasing value of the dollar.
- c. The impending labor shortage with its implications for a corresponding teacher shortage.
- d. The additional burden of financing new and imperative war services in the schools.
- e. The inability of many local school districts to properly finance elementary schools within the present legal tax structure.

#### *Study Materials Available*

Any group of teachers who wish to form a Consulting Group to assist in the formulation of policies concerning the possible contributions of teachers and schools in furthering the war effort, may request the study materials by addressing CTA headquarters, 155 Sansome Street, San Francisco.

Consulting Groups should hold their discussions as soon as is practicable and complete and forward their reports promptly. The program has been unavoidably interrupted and prompt action is necessary if a summary report is to be completed early enough to be of any value this year.

### *Suggested Readings*

#### *A War Policy for California Schools*

Children in a Time of Crisis, Katharine F. Lenroot. Parent's Magazine, January, 1942.  
Education and National Defense, J. W. Studebaker. School Life, January, 1942.  
War and Juvenile Delinquency, G. Godwin. Contemporary Review, October, 1941.  
Health Problem in National Defense, American Journal of Public Health, September, 1941.  
Nutrition for National Defense, T. Parran. New Republic, June 9, 1941.  
Responsibility of Education for Developing National Morale, L. A. Cook. School Review, November, 1941.  
The Community and Morale, Mrs. Franklin D. Roosevelt. Educational Record, January, 1942.  
Nutrition for National Defense, The New Republic, June 9, 1941.  
Accident Facts, National Safety Council, 1941.  
Defense Stamps, E. R. Deering. Sierra Educational News, February, 1942.  
A War Policy for American Schools, Educational Policies Commission, 1942.

#### *Financing California Schools in War Time*

American Education and the War. Commonwealth, January 2, 1942.  
How You Will Pay for the War. Nations Business, February, 1942.  
Boards of Education and the Salary Crisis. National Education Association Journal, January, 1942.  
Care of the Goose. Time, January 19, 1942.  
America at War—Labor Supply. Newsweek, December 29, 1941.  
Illinois Educators Organize for War Effort. School and Society, January 31, 1942.  
Losses in War Already Reach Staggering Totals. Christian Century, January 28, 1942.  
Labor Shortage Ahead. United States News, February 6, 1942.  
Living Costs. United States News, February 13, 1942.

\* \* \*

### **Philosopher Pickett**

**D**R. LAWRENCE CLARK POWELL, of the Library staff, University of California at Los Angeles, has written a story of very considerable interest concerning the life of an eccentric pamphleteer who became the West's first political reformer.

Charles Edward Pickett, the man about whom the story is told, came to California from Virginia in 1846 and until his death in 1882 was active in preparing newspaper articles and pamphlets concerning reforms which he believed were necessary in the government of California and Oregon. Because of his versatility as a writer, Pickett was responsible for some of the reforms which were caused by monopolistic abuses.

The book is well written and is a real addition to the ever-growing histories of the West. Price \$1.50; University of California Press, Berkeley.

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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MARCH 1942

NUMBER 3

### CONVENTION POSTVIEW

Roy W. Cloud

THE 72nd Annual Convention of the American Association of School Administrators, in San Francisco, held for the first time in its history on the Pacific Coast, has come and gone. The convention theme was "Education for a Free People." All who were responsible for the convention are deserving of the greatest credit for having arranged for meeting places, hotel accommodations, and a most excellent program. The President of the American Association of School Administrators, Dr. W. Howard Pillsbury, Superintendent of Schools of Schenectady, New York, and Dr. S. D. Shankland, Secretary of the Association, are deserving of unusual praise. Both of these officials were assiduous in their endeavor to make this first superintendents' convention in the West outstanding in every respect.

The local committee, of which Dr. A. J. Cloud, President of San Francisco Junior College, was chairman, is also deserving of commendation for its work. Walter Swanson, manager of San Francisco Convention and Tourist Bureau, whose hard work brought the convention to San Francisco, was in evidence before the convention and during the entire session. Because of his knowledge of San Francisco and its conditions, every phase of the preparatory work was carried through successfully.

Two Californians who deserve ex-

ceptional credit for the convention are Pansy Jewett Abbott, superintendent of schools of San Mateo County, and T. S. MacQuiddy, superintendent of schools, Watsonville. When the invitations were sent to AASA to come to California, a pledge was made that this state would enroll 1,000 members of the Association. Miss Abbott assumed the chairmanship of the committee to secure this membership. Working almost alone, Miss Abbott, with determination that the pledge be kept, solicited enrollment from every administrative officer in California. It was her delight to know that California responded to her appeal and 1,067 members were enrolled. To Mr. T. S. MacQuiddy goes the honor of having made the suggestion that teachers institutes could be postponed from the fall to February. Because of his desire a bill was introduced at the last session of the California Legislature which legalized the postponing of the 1941 institutes. A number of counties and cities held their teachers institutes in connection with the convention.

The attendance was one of the largest in the history of the American Association, with over 13,000 registered delegates. In addition to the regular attendants, many members of the delegates' families were also in San Francisco, so it is probable that about 15,000 were here for the con-

vention. Many of these were California teachers and administrators, who were able to attend the fine programs because of the nearness to their schools.

The meeting proper began on Saturday, February 21. Exhibits and registration booths were opened in the Civic Auditorium, and from Saturday morning until the close of the pavilion at six o'clock, Thursday, February 26, a steady stream of delegates viewed the exhibits and registered.

On Saturday evening at the Palace Hotel Gold Ballroom, Dr. A. J. Stoddard, city superintendent of schools of Philadelphia and chairman of the National Policies Commission, together with Dr. George D. Strayer of Columbia University and President Pillsbury, conducted a meeting of the Commission for the consultants who had gathered from all over the United States. The program of the Policies Commission was outlined and fully discussed.

On Sunday the numerous commissions, committees, and organizations held breakfast, luncheon, and dinner meetings. Vesper Services were held in the War Memorial Opera House and the Congregational Methodist Temple, the general topic being "Spiritual Values in Education." Dr. Bruce Baxter, Methodist Episcopal Bishop from Portland, Oregon, gave a most inspiring sermon. Dr. Willis A. Sutton of Atlanta, Georgia, who was to have delivered the other Vesper Service address, was unable to be in San Francisco and his place was

taken by Dr. Louis A. Pechstein, president of the National Council of Education and dean of Teachers College, University of Cincinnati. At War Memorial Opera House music was furnished by San Francisco State College Choral Instrumental Ensemble, with William E. Knuth directing. At Congregational Methodist Temple, musical numbers were presented by A Capella Choir of Humboldt State College, under direction of Edmund V. Jeffers, and College of the Pacific String Quartet, Horace I. Brown, director.

On Sunday night, students of San Francisco Public High Schools, under direction of Charles M. Dennis, presented a musical program of unusual merit.

General sessions began on Monday, Dr. Pillsbury presiding. First speech of the morning was made by Dr. Frederick M. Hunter, formerly superintendent of schools of Oakland, and now chancellor, State System of Higher Education for the State of Oregon. He was followed by Dr. George D. Strayer of Columbia University. Keynote speech of the convention was then given by Dr. A. J. Stoddard of Philadelphia, who discussed the role of the schools in the present emergency. Various afternoon conferences were held, which provided meeting-places for thousands of attendants who had come to San Francisco.

### A Patriotic Review

In the evening at the Opera House a most spectacular patriotic review, dedicated to American Youth, was presented by Oakland public schools, under direction of Dr. William R. Odell, assistant superintendent. The story and lyrics were by Miss Jean Byers and the music was by Miss Muriel Olofson Ewing. It is impossible here to describe the hard work and faithful efforts which were put into this production. Everyone who could get into the Opera House to view the presentation was charmed with the thoroughness of the acting and the beauty of the surroundings. Greatest praise must be given to those who had charge of this performance. Because there was insufficient seating-capacity for the large group which wanted to see this review, a second performance was given at 9:30.

A second meeting on Monday evening was held at the High School of Commerce. Dr. George F. Zook, president of American Council of Education, presided and a group of most eminent educators of the

United States discussed the over-all picture for education in wartime.

ON Tuesday at the 5th general session, at the Fox Theatre, Sir Gerald Campbell, director-general, British Information Services, New York, and former San Francisco consul-general from Great Britain, discussed the war in Britain. Rabbi Abba Hillel Silver, of The Temple, Cleveland, Ohio, and one of America's foremost orators, discussed America's efforts in wartime.

At the Opera House on Tuesday morning Frank Cody, superintendent of schools of Detroit, Michigan, presided. Paul Smith, Lieutenant Commander, United States Navy, Washington, D. C., who is managing editor of San Francisco Chronicle now on leave, discussed the Navy and the schools. As a tribute to one of his former teachers, Edwin Williman, principal of the high school at Pescadero, the high school from which Paul Smith was graduated, was one of the platform guests. The second speaker, B. W. Venable, Colonel, General Staff, War Department, Washington, D. C., was followed by Dr. John W. Studebaker, U. S. Commissioner of Education, whose subject was morale-building in our schools and colleges.

### A Californian Honored

On Tuesday night the big program by the Associated Exhibitors was given at the Opera House, which was filled to capacity. H. C. Grubbs, president of the exhibitors, in the opening speech made the presentation of the American Education Award to Robert Andrews Millikan, president of California Institute of Technology, Pasadena. This award is made annually at the superintendents' convention to the educator of America who has made the greatest contribution to education during the year. Dr. Millikan responded to the presentation, after which the Milestone Cavalcade, consisting of a reproduction of California's entertainments down through the years, was given. Singers, dancers, and comedians delighted the audience. Simultaneously, the National Council of Education met at the High School of Commerce. As on the previous evening, superintendents of national importance discussed the wartime effort.

On Wednesday morning at the Fox Theatre a program of highest worth was presented. Dr. Ray Lyman Wilbur, president of Stanford University, gave one of the outstanding speeches of the convention, in which he discussed health and national defense. Mrs. Willie Snow Ethridge, author and lecturer of Louisville, Kentucky, gave a sparkling and enlightening discussion of health and the home.

A special program, sponsored by Columbia Broadcasting System, was presented

at the Opera House. Mrs. Myrtle Hooper Dahl of Minneapolis, president of National Education, presided. All of the program had to do with the history of radio and its educational features. Musical numbers provided by CBS were greatly enjoyed. Training for defense of the Americas was discussed by Colonel Kenneth B. McNaughton, director of the air-training at Moffitt Field, and Major Hans Christian Adamson, special assistant to Chief of Army Air Forces of Washington, D. C. As on previous day, the afternoon was filled with discussion groups.

ON Wednesday night at the Opera House scenes from Chinese Life were presented by Chinese children of Commodore Stockton School, San Francisco, and by pupils from a San Francisco parochial high school. The costumes were most beautiful and gorgeous; the acting was superb. China Today was discussed by Chih-Tsing Feng, Consul-General of the Republic of China. Behind the Conflict in the Pacific was the subject of a real oration by Walter H. Judd, an outstanding authority on the Orient. Dr. Judd, now connected with Mayo Institute at Rochester, Minnesota, was for many years a medical missionary in China. His knowledge of the habits and thoughts of the people of the Orient gave his hearers most thoroughly understandable reasons for Japan's part in the present conflict. Dr. Judd was not optimistic as to the outcome of the war, but he certainly did inspire his audience with the idea that America must put every effort into the winning of this great conflict.

At the High School of Commerce on Wednesday night Dr. Joseph Marr Gwinn, former city superintendent of schools of San Francisco and past president of the American Association of School Administrators, presiding, a continuation of the wartime projects was conducted, with seven of the leading superintendents of America as speakers.

### Sproul of California

On Thursday morning at the Fox Theatre the findings of the resolutions committee were presented and adopted. Dr. Robert Gordon Sproul, president of University of California, discussed problems of the future as they apply to education. In his usual forceful manner he outlined these problems in a way that left no doubt as to the place of Education in the future of our country. He was followed by Col. John Andrews of the Office of the Selective Service System of Washington, D. C.

At the Opera House on Thursday morning Chester Rowell, editor of San Francisco Chronicle, gave his ideas of a post-war world. He is a member of American Youth Commission and, taking his topic



from the work of that body, gave his ideas of what our future citizens must do. His address was particularly well received. Following him and taking the same subject was Dr. William F. Russell of Teachers College, Columbia University, who is on leave as the director of National Citizenship Education Program, Washington, D. C.

During the afternoon at the Opera House the summation of the entire convention was presented in a program which outlined The Needs of Youth for a Free People. This concluded the convention.

### Legionnaire Breakfast

An outstanding event in the rich galaxy of convention breakfasts, luncheons, and dinners was the Legionnaire Schoolmasters Breakfast under the inspiring and able direction of James K. Fisk, Adjutant of American Legion, Department of California. Mr. Fisk presented a splendid program featuring Honorable Earl Warren, Attorney General of California, as the speaker. There was a large and enthusiastic attendance of Legionnaire schoolmasters from many parts of the Union.

Among the national figures were Worth Shumaker of Indianapolis, secretary of the national Legionnaire schoolmasters; Homer Anderson, newly-elected AASA president; Charles F. Dienst, of Lincoln, Nebraska, chairman, NEA committee on cooperation with the Legion, and Archie M. Closson, member of the national Legion committee on Americanism. Father Cornelius Kennedy, Department Chaplain, pronounced the invocation and benediction. H. O. Williams of Orland, a leader in State Legion affairs, was sergeant-at-arms.

R. B. Huxtable of Los Angeles was chairman for Southern California for the statewide committee of 100 in charge of the affair. A group of San Francisco Legionnaire schoolmen, including Fred Kelly, Charles E. Purviance, and W. A. Wieland assisted Mr. Fisk in making a conspicuous success of this great meeting, the largest Legion breakfast in the history of AASA.

National League of Teachers Associations, under the competent and inspiring leadership of President Helen Holt of Alameda, presented a felicitous series of events already chronicled in previous issues of this magazine. The reception, two conferences, open house, and annual breakfast were all outstanding successes and all reflected great credit upon Miss Holt and her many helpers.

Two meetings of great interest to the Secretary of your Association were those of the Secretaries of State Teachers Associations and Educational Press Association, held on Monday and Tuesday at the Palace Hotel. Officers elected to head the State

Secretaries were: Dr. Richard B. Kennan, secretary, Maine Teachers Association, as President; Dr. Andrew D. Holt, secretary, Tennessee State Teachers Association, as Vice-President, and Hugh B. Nixon, secretary, Massachusetts Teachers Federation, as Secretary.

**R**ESOLUTIONS adopted at the convention included first a Pledge of Service which binds the Association to give full support to the all-out efforts of our nation to defeat the enemies of free people and free institutions. The resolutions included statements concerning the schools in wartime, which took into account the financing of emergency needs, priorities, adjustment to the war program, new emphasis on the common good, and development of morale.

The second set of resolutions stressed the needs of the schools. These included improvement of the basic program, importance of qualified personnel, equalization of educational opportunities, and coordination of federal programs. Third general topic of the resolutions was Looking Toward Peace.

Last of the resolutions were in appreciation of the outstanding leadership of Dr. W. Howard Pillsbury and thanks to Superintendent Joseph P. Nourse and the Public Schools of San Francisco, to the superintendents of schools of Oakland and the Bay Area, to the citizens of San Francisco and California, to the local and national press for their generous publicity, and to CBS and NBC for cooperation in providing programs and in conveying messages to the American public.

\* \* \*

### El Camino Real

**T**WO competent California schoolwomen, Edith Moore Jarrett, Fillmore High School, Ventura County, and Beryl J. McManus, Hollywood High School, Los Angeles County, are co-authors of *El Camino Real, Understanding our Spanish-speaking Neighbors*, an important new series published by Houghton Mifflin Company.

Among the distinctive features of the series are the cultural approach and the large amount of accurately-graded reading-material. There is also a wealth of material for oral Spanish.

Book 1 is for first-year Spanish classes in high school and provides a flexible program of reading and conversation; over 500 pages, profusely illustrated, price \$1.88.

California school-people can well be proud of this important contribution by two of their colleagues.

### Of Many Nations

**T**WO Los Angeles teachers, Irwin H. Braun of Los Angeles High School, and D. Edward Safarjian of George Washington High School, Los Angeles, have selected and arranged *Stories of Many Nations*, a fine, big, attractive book of 605 pages, illustrated by Armstrong Sperry and published by D. C. Heath and Company; price \$2.

This highly-commendable collection of short stories, chosen from the world's best literature, meets the interest and comprehension-level of high school students. There are 64 complete stories from 23 countries.

The able Los Angeles teachers, the artist and the publishers all deserve very hearty congratulations upon this admirable high school book.

\* \* \*

Marvin L. Darsie Memorial Library Fund has as chairman of the Central Committee, Dr. Jessie A. Bond, associate professor of education and director of training, University of California, Los Angeles. Chairman of the Executive Committee is Katherine L. McLaughlin, professor of education, kindergarten-primary and preschool education, University of California, Los Angeles.

The committee is creating an Education Library there, memorializing Dean Darsie's name. He was an outstanding California schoolman and a faithful worker for many years in California Teachers Association.

\* \* \*

NEA Committee on Tenure has an advisory group including members from every state. California's members are: Edward B. Couch, Glendale; Will C. Crawford, San Diego; Mrs. Geneva P. W. Davis, Los Angeles; Helen Holt, Alameda; A. J. Rathbone, Centerville; Harold Seal, Long Beach.

Chairman of the Core Committee is Frances Jelinek, Milwaukee.

\* \* \*

### Keesling Report

**A**T the CTA State Council of Education semi-annual meeting, Los Angeles, Dr. William R. Odell, assistant superintendent of schools, Oakland, and chairman of the committee on the Keesling Report, presented a full report, which was unanimously adopted, recommending (1) that the Association work on a unified plan for obtaining more funds for Public Education and (2) that no energy be dissipated in replying to a report already obsolete. This is the position of California Teachers Association and the matter is closed.

# COST OF LIVING

## TEACHERS SALARIES AND THE COST OF LIVING

By Elmer H. Staffebach, Director of Research, California Teachers Association

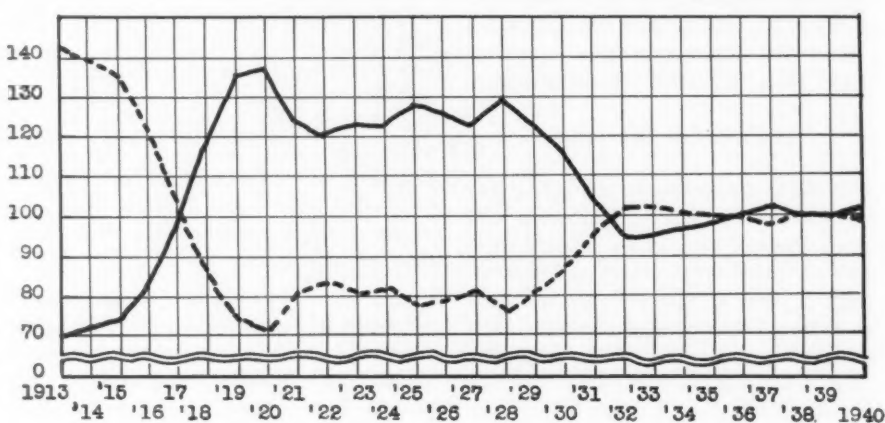
**I**NCLUDED with this article are several charts which, with their foot-noted explanations, tell a story that can be summarized in a few sentences: 1. If the trend of cost-of-living indexes which prevailed during the months of August, 1941, to October, 1941, continues throughout the present school year, the June, 1942, index will be approximately 1.23. This will give next June's dollar a buying-power of approximately 81 cents. If the same trend continues throughout the following twelve months, the June, 1943, index will stand in the neighborhood of 1.43, so that the dollar will have a buying-power of about 70 cents.

2. If the experience of World War 1 is repeated, the June, 1942, index will be at 1.35, where the dollar will have a buying power of 74 cents. Under a trend similar to that which prevailed during the first world war, the June, 1943, index will be about 1.60. This will give the dollar at that time a buying-power of approximately 63 cents.

Thus we have two sets of estimates as shown below.

The estimates are no mere "guesses in the dark." However, they are estimates, and should be viewed as such. One set is based upon experience during the first world war, which may or may not be repeated. The second set is based upon recent trends, which may or may not continue. Certainly the policy of the federal government is to restrict inflation. "Inflation" is only another name for high prices. If this federal policy is carried out successfully, the cost-

Chart 1. Indexes of Cost of Living; Indexes of Buying Power of the American Dollar; 1913 to 1940. (1935 to 1939 average = 100)



Read the chart thus: The unbroken line (—) shows cost-of-living; the broken line (---) shows buying power of the dollar.

The cost of living in 1913 was only seven-tenths as high as the average cost of living during the years 1935-39. Therefore, the buying-power of the 1913 dollar was 1.43 times as great as the average buying-power of the dollar during the period 1935-39.

The effects of the First World War are plainly evident during 1916 and the years following. However, there was no quick "comeback" after the war. During the years 1921 to 1929 the dollar stabilized around 80c, which is about 43% below the 1913 dollar's buying-power. After 1929 the buying-power of the dollar increased until it "stabilized" around the 1935-39 average, which, it should be noted, is still 43c below its 1913 buying-power. From 1935 to 1940 the cost of living remains relatively constant at about 43% above the 1913 level. (See Chart 2 for recent trends in cost-of-living and in purchasing-power of the dollar.)

of-living index may be stabilized around present prices; that is, around an index of about 1.15, where the dollar's buying power will be approximately 87 cents. Trends during the next few months should give considerable evidence of the probable success or failure of the federal price-control policy. From data available at this time a June, 1942, index of 1.23 seems to be an almost extremely conservative estimate.

Teachers' salaries which were fixed at any time between 1931 and 1941 were fixed with reference to a cost-of-living index of approximately 1.00. (See Chart 1 which shows that during the ten-year period just

reduction in the buying-power of such salaries. To overcome the effects of rising prices, salaries will have to be adjusted upward. Otherwise conditions of the First World War period will tend to be repeated. Many teachers will have reason to remember that period when in a space of a little over three years living costs were doubled while salaries remained practically stationary.

### Teachers Salaries for Next Year

*The problem confronting school boards this spring will not be whether salaries should be advanced. There is no question on that point. The real problem will be: How much should teachers' salaries be advanced?*

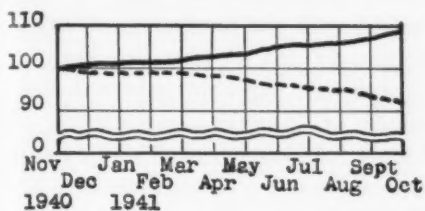
That will depend primarily upon the amount of the increase in the cost of living. But it will also depend upon other factors as well. A 20% increase in the cost-of-living index will not, of itself, warrant a 20% increase in salaries, for the very good reason that not all of the teachers expendi-

Index	Estimate based upon experience during first World War <sup>1</sup>		Estimate based upon recent trends <sup>1</sup>	
	Cost-of-living Index	Buying-power of the Dollar <sup>2</sup>	Cost-of-living Index	Buying-power of the Dollar <sup>2</sup>
June, 1942 .....	1.35	74 cents	1.23	81 cents
June, 1943 .....	1.60	63 cents	1.43	70 cents

1. The difference in the two sets of estimates is due chiefly to the fact that the "recent trends" do not allow for any acceleration.

2. Based on the average buying power of the dollar during the 1935-39 period.

Chart 2. Indexes of Cost of Living; Indexes of the Buying Power of the American Dollar, November, 1940, to October, 1941. (1935 to 1939 average = 100)



Read the chart thus: The unbroken line (—) shows indexes of the cost-of-living; the broken line (---) shows indexes of the buying-power of the dollar.

In November, 1940, the index of cost-of-living equaled the 1935-39 average index of 100; the buying-power of the dollar was \$1.00 as measured in terms of 1935-39 values.

From December, 1940, to March, 1941, the cost-of-living index changed but little. After March, 1941, monthly increases occurred with some acceleration. If the trend from March, 1941, to November, 1941, continues without change in either direction the cost-of-living index in June, 1942, will stand at approximately 118. This would give the June, 1942, dollar a buying power of approximately 85c.

However, if the trend from August, 1941, to October, 1941, should continue without change, the index of the cost-of-living in June, 1942, would be at about 123. This would give the June, 1942, dollar a buying power of approximately 81 cents. Unless efforts on the part of the federal government are more effective than in the first world war, even the August-to-November trend will be considerably accelerated before June, 1942. (Comparisons of recent trends with trends during the first world war period are set forth in Charts 3A and 3B.)

tures will be affected by rising costs. Insurance rates and savings are examples of items not thus affected. Taxes will be higher, as a matter of course, but teachers do not expect the public to increase their salaries so that they will be relieved of this kind of civic responsibility. On the contrary, they are quite willing to support their own sacrifices as citizens.

On the average something like 20% of the average teacher's expenditures are for such items. Thus a 20% increase in the cost-of-living index would probably warrant salary increases of approximately 16% ( $.80 \times .20 = .16$ ).

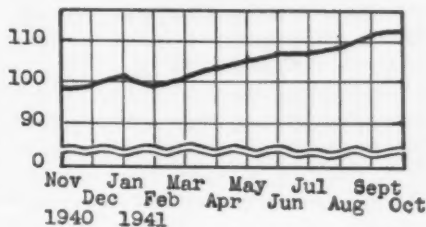
However, another factor to be considered is the probability of the continuing increase of the cost of living. Salaries fixed in June, 1940, budgets will probably remain unchanged during the following twelve months even though living costs may increase enormously in the meanwhile.

If arrangements can legally be made, it is suggested that salary contracts for the year 1942-43 provide for a differential to be introduced at any time that the index of the cost of living published by the Bureau

of Labor Statistics shows a change of as such as 10% in either direction. It is further suggested that the differential be made operative on the basis of 80% of the change in the cost-of-living index.

The differential would operate in this manner: A teacher scheduled to receive a salary of \$2,000 for the year 1942-43 starts the new fiscal year at a rate increased by 80% of the index increase shown for June, 1942. Let us suppose that the latest index available next June is 1.20—a 20% increase. This will mean a beginning differential of \$160 ( $.80 \times .20 \times \$2,000 = \$160$ ) a modified scheduled annual salary of \$2,160. If, in October, the index shows an additional increase of ten points—1.30, the teacher's salary for November will be increased by an additional 8%. This 8% should be figured on the basic monthly salary, i.e.,  $\$2,000 \div 12$ . If, in January, the index shows a decrease of 10 points the increase made operative in November will be discontinued.

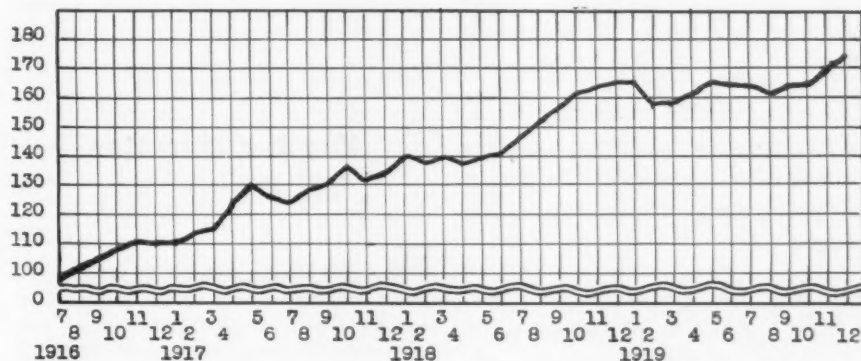
Chart 3B. Indexes of Cost of Food in the City of Los Angeles, November, 1940, to October, 1941.



Footnote: See explanation at the foot of Chart 3A.

THE memory of the First World War period is still active in the minds of teachers who lived through that period. That memory should be sufficient to convince all of us that the people of California are fair-minded, willing to do the right things by

Chart 3A. Index of Cost of Food in the City of Los Angeles from July, 1916, to December, 1919. (1913 average = 100)



Footnote: Cost-of-food indexes are used in Charts 3A and 3B for the reason that cost-of-living indexes are not available by months for the period 1916 to 1919.

Explanation: Charts 3A and 3B should be studied in relation to each other. The chief question is: How closely will the trends of the First World War be repeated in the present war period?

In July, 1916, the cost-of-food index was .99—one point below the 1913 base. It rose during the succeeding months to 1.75 in December, 1919. As a matter of fact (not shown in Chart 3A), the index exceeded 2.00 in June, 1920. The month war was declared on Germany (April, 1917), the index stood at 1.25. Thereafter the upward trend continued until a temporary high of 1.30 was reached in May following. The fact that war had long been expected probably accounts for the steep rise of prices during the fall and winter of 1916 and early 1917. Thus the initial shock of the actual declaration of war resulted only in a continuation of a trend which was already prevailing.

Contrary to experience just prior to the 1917 outbreak, the war with Japan, December, 1941, was unexpected. Indexes are not yet available for the month prior to the declaration. On October 15, 1941, two months before the declaration, the index of food prices stood at 1.12, or almost where they stood, relatively, in February, 1917, two months before the outbreak of the first war with Germany. Eight months after February, 1917 (October, 1917), the index was at 1.37.

If history repeats itself in this respect—that is, if the trend of the index from November, 1941, to June, 1942, follows that from February, 1917, to October, 1917, the June index of this year will be approximately 1.35. Whether this trend can be subjected to government control remains to be seen.

There seems little reason to doubt that some upward acceleration will result from factors attendant upon our entrance into war. All things considered at the time of this writing, an index of 1.25 or higher is to be expected by June, 1942. Such a cost index will reduce the buying-power of the dollar to 80 cents or less.



the people who teach their children. For though salaries were not increased during the actual period of the war emergency, following that period the people of this state made every effort to mete out justice to the teachers and to the schools. In 1920 Amendment Sixteen was written into the California Constitution in an attempt to protect both children and teachers from the neglect they had previously suffered. Since 1920 further protective measures have been taken, including increased retirement salaries, partial tenure, and minimum salary provisions.

Teachers as a professional body are in a very real way the guardians of the Republic. They are worthy of their

hire, and they have every right to expect just financial recognition of their services. Matters of personal advantage cannot be entirely ignored. However, the critical issue at stake is that of professional service; the real problem is to hold intact the great professional body of well trained, high-minded men and women who are devoted to youth and to the future of the nation. An opportunity for greater service to the Republic in some other capacity would seem to be the only excuse for a teacher to quit the profession at this time.

### Are You Ready?

**A**RE YOU READY to do the things every teacher can do to improve the health of school children even in war time?

*Are You Ready* to help young people understand the need for vigorous exercise, to build up the endurance they will want for the emergency?

*Are You Ready* to learn how to organize programs and teach activities that will lift the spirits of the people and give them confidence and courage?

*Are You Ready* to serve your country well by learning all you can possibly learn about the vitally important part all teachers must play, in building health, physical fitness and morale through the school program?

The 12th annual conference of California Association for Health, Physical Education and Recreation is planned for those who are ready, and who want to see more clearly just what the problems are and how to meet them.

Nine Association study committees, representing boys and girls work at every school level, will report their year's work. The studies were set up to find specific ways of improving the health and physical education programs in schools and colleges.

The much-discussed physical fitness program of the Office of Civilian Defense will be presented, with its implications for the school and for out-of-school agencies. John B. Kelly and Alice Marble, national directors of the program, will both speak at a

general session, unless emergency conditions forbid.

The conference will be held at Sacramento on **March 30, 31, and April 1**. The schedule is full of pleasant social affairs and timely demonstrations, as well as lectures and discussions.

For further information, write the chairman of the conference committee, Louise S. Cobb, University of California, Berkeley, or the conference chairman, Daniel Farmer, San Francisco State College.

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### For the Duration

Mabelle B. McGuire, Ventura

**W**HEN faced with the problem of giving up the coveted band uniforms, at least for the duration, the Associated Student Body of Ventura Junior High School recently solved it in a sensible way. G. L. Ogden, principal, announced to an all-student assembly that it was impossible to obtain quotations from the mills and that no material could be obtained for the uniforms. So what to do?

Last fall an enthusiastic student group canvassed the town for newspapers and had hopefully brought in bundles which soon grew in size, and before many weeks, 40 tons had been collected. The sale of this paper netted \$12-\$15 a ton—a good start for the much-desired uniforms.

Then came the war and priorities and other problems that affect even junior highers. But they were not discouraged. This money has been used to purchase defense bonds. When the war is over, the bonds can be sold and some future Ventura High band will march in bright new uniforms. Youth can meet its war problems!

### Buy Supplies Now

**A**N urgent official appeal to school administrators, and all concerned with the purchasing of school equipment and supplies, has been issued by an important national committee of American Association of School Administrators. This Committee on Priority Problems strongly advises as follows:

"Under recent rulings of the War Production Board, the producers of supplies and equipment are forbidden to accept delivery of material for future production in excess of a practical minimum. The producer is permitted to use orders properly stamped 'P-100' to obtain materials for the manufacture of items sold. This situation means that the manufacturer, unless he had large reserves of raw materials on hand at the time the priorities regulations went into effect, is able to produce only as fast as he gets orders.

"It is obvious that in order for school systems to have supplies and equipment when needed, orders must be placed much earlier than is usually customary.

"Under the circumstances it seems advisable that you estimate your needs now for the whole of next school year and place orders immediately. If this is not done extensively it seems highly probable the needed supplies and equipment cannot be produced.

"Make orders in triplicate—one for you, and one each for the distributor and the manufacturer. Stamp or mark each order: 'Material for maintenance, repair, or operating supplies—Rating A-10 under Preference Rating Order P-100 with terms of which I am familiar,' leaving space for name of producer or supplier and space for signature of purchasing official.

"This procedure will facilitate deliveries and will enable the manufacturer to provide for future production."

\* \* \*

### Boxcar Children

**S**COTT, Foresman and Company have brought out a school edition of *The Boxcar Children*, by Gertrude Chandler Warner: 156 pages, illustrated; middle-grade level, third-grade ability (unlabeled); 90 cents.

This charming story combines mystery, adventure, action and suspense. It competently contributes to the improvement of reading abilities and encourages an interest in further reading.

# NATURE IN CALIFORNIA

Harrington Wells, Professor of Biological Science, Santa Barbara State College

CALIFORNIA teachers interested in natural science education will find a survey of the state productive of extremely interesting facts, many of which will be of use in the classroom.

Seven million people live within the 155,652 square miles bounded by Oregon, Nevada, Arizona, Mexico and the Pacific Ocean. The fact that California is the second largest state in the union is important, but is secondary, from the viewpoint of the biologist, to the state's length. This means considerable variation in latitude.

It is a land of curious contrasts. In the south, native cacti grow at the edge of the ocean. In the northwest grow the tallest trees in the world. At Santa Barbara one may drive from sea level to an altitude of about 4,000 feet in 40 minutes. Extreme variations in rainfall, snowfall, temperature and altitude are ecological factors which materially influence the growth of native flora and fauna.

Mount Whitney, 14,496 feet above sea level, is the highest point in continental United States. The lowest point is in Death Valley, at "Bad Water," 279.8 feet below sea level. The highest lake in the country is Lake Tulainyo, on the northern slopes of Mount Whitney. Its altitude is 12,865 feet. The lowest lake in the United States is the Salton Sea, 250 feet below sea level.

The hottest temperature officially recorded in the United States has been reported from Death Valley, 134 degrees above zero. The heaviest snowfall in the United States occurs in the high Sierras west of Donner Lake. The snowfall of 1937-38 at Norden, Nevada County, reached a depth of 801 inches (65 feet). Temperatures on the slopes of Mount Lassen have descended to 55 below zero. The northwestern section of California has an annual average of more than 80 inches, while in the southeast it seldom rains. Sometimes an entire "winter" will pass with little or no precipitation.

This great diversity of natural en-

vironmental factors has its counterpart in the natural life of the state. The tallest tree in the world, a *Sequoia sempervirens*, towers to a height of 364 feet at Dyerville, on the Redwood Highway. The little alpine willows of the high Sierras (*Salix petrophila*) are the smallest trees in the world, seldom exceeding 5 or 6 inches in height!

The largest and oldest living things in the world are the giant redwoods (*Sequoia gigantea*) found only in isolated groves along the Sierra Nevada western slopes. Three of these, the "General Sherman" in Sequoia National Park, the "General Grant" in Kings Canyon National Park, and the "Grizzly Giant" in Yosemite National Park are conservatively considered to be more than 3,000 years old.

The famous "Hooker Oak" near Chico has what is probably the widest branch-spread of any oak tree in the United States. This thousand-year-old valley white oak has an outer branch circumference of 446 feet. About 7,000 men could stand beneath its shade, allowing two square feet per man.

Condors are the largest flying birds in the world. These are found only in the Andes of South America, and in the primitive mountains of Los Padres National Forest. The National Audubon Society is carrying on an extended study of these birds in their native habitat, in order to prevent their extinction. Their wing-spread sometimes reaches 11 feet.

## Calliope in High Sierra

The smallest birds in the United States (calliope humming-birds) nest in the high Sierras.

Many plants are endemic in California. Monterey pine (*Pinus radiata*), Monterey cypress (*Cupressus macrocarpa*), Torrey pine (*Pinus torreyana*) and island ironwood (*Lyonothamnus asplenifolius*) are examples, in addition to the *Sequoia gigantea* mentioned. On the Channel Islands

of the southern coast there are 15 species of birds, two species of lizards, 16 kinds of land mollusks, and 80 flowering plants found nowhere else in the world!

Control of this superlative environment provides subject-matter of value in the training of future citizens of the commonwealth. *Conservation of Natural Resources* is no idle phrase in California schools. Application of the technical skills related to the physical sciences has resulted in two great Bay Bridges, community water-supply lines extending hundreds of miles from the mountains to the cities, power-transmission lines, piped natural gas, weather-forecasting stations, great airports, storage dams of tremendous capacity at Shasta and Friant, and aqueducts such as the Colorado River Aqueduct which brings water through the desert of inland southern California to an area of vast potential productive capacity.

THERE are 4 national parks, 8 national monuments, 19 national forests and more than 80 state parks in California. The state parks and monuments alone cover a total area of more than 314 million acres, and have a monetary value in excess of 15 million dollars.

Three world-renowned observatories (Lick, on Mount Hamilton, Mount Wilson, and Palomar) stimulate interest in this science among advanced elementary students.

Under-sea gardens of fascinating interest may be viewed by school children at Catalina and Pacific Grove. Marine biological stations are located at several points along the coast.

For students of fishes, the Steinhart aquarium in Golden Gate Park, San Francisco is recognized as one of the finest in the country. There is a small aquarium at the end of the wharf at Santa Cruz, and one at Santa Monica. Exhibits in both places are good, however.

Three large zoos are permanently located at San Francisco, San Diego, and Fresno, where strange animal life from all parts of the world may be observed by pupils of these areas. The

Museum of Natural History and Botanic Garden at Santa Barbara are well-known centers of nature education.

Economic resources and production for defense provide source material for integration with social science in several outstanding localities. Salinas produces a large proportion of the commercial lettuce crop of the United States. The Castroville-Half Moon Bay area grows practically all of the artichokes in the country. 90% of the asparagus marketed in America is grown in the Sacramento-San Joaquin delta. San Jose is the shipping center for the Santa Clara Valley, which produces nearly half of the prunes eaten in America.

### Agricultural Products

Fresno is known as the nation's raisin center. California wines are pressed at Lodi, Livermore, Napa, Fresno and other centers. The world's largest vineyard is located at Guasti. Some of the world's largest fruit orchards are found in the great inland valley, notably the Tagus ranch near Tulare. Lompoc has been known for many years as a great flower-seed producing center, growing much of the flower seed sold in America. Diatomaceous earth found near this town is used in the manufacture of explosives, as well as scores of domestic products.

Lemons in commercial quantity are almost exclusively a California product, as are olives. Date orchards are interesting sights near Indio. The parent navel orange tree may be seen at Riverside. About one-third of the total orange crop is grown in California. Scotia is the center of commercial redwood production, while Eureka tanbark shipments are important.

Contributions to national defense include Newark and Permanente magnesium, Bishop tungsten and molybdenum, Trona potash, El Centro lime, Colton and Monolith cement, and the oil of several regions, including Long Beach, Bakersfield, Taft and Santa Maria.

California cotton-growers (San Joaquin valley, Riverside county, Imperial county) produced 525,000 bales

of cotton during the 1940-41 crop year, on 348,000 acres. This is an average yield of 723 pounds per acre, as compared with the United States 1941 average of 238 pounds per acre. Cotton is an important raw material of the new plastics industry.

Cattle-raising near Salinas, Livermore and Alturas, lumbering in the back country near Weaverville, Eureka, Auburn, Placerville and Sonora, and the extensive gold and silver deposits of the Mother Lode constitute enormous resources.

**C**ONSERVATION of these assets and their intelligent exploitation are vital problems. There is a real need for further services to teachers and coordinated integration of a statewide development program in natural science education.

\* \* \*

Conservation-of-Hearing Program for Los Angeles County, a mimeographed bulletin of 12 pages, is issued by the office of A. R. Clifton, county superintendent of schools; foreword is by Dr. C. C. Trillingham, assistant county superintendent. It is to be greatly hoped that every county in California will adopt a similar program of action in this highly important field.

\* \* \*

### The Wind

*An original poem by Shirley Bourquin, age 12, Grade 8A, McKinley Intermediate School, Redwood City; Jack Kamp,\* teacher; Ralph Case, principal.*

**L**AUGHING, dancing, prancing,  
Now the wind blows strong  
Sighing like a violin  
With its plaintive song;  
Rising then and falling,  
Lyric like a flute,  
Now it's loud and stomping  
Like Odin's boot.  
Playing through the tall trees,  
Ruffling the leaves,  
Cantering o'er hill and dale  
Down and up and through each vale  
Out to sea to fill each sail  
The Wind!

\* Mr. Kamp read to his English class the poem Robin Hood published on page 24, October issue of this magazine. As an aftermath of the reading, he received several poems, including the above, from various members of the class.

### Our Neighbors

*J. W. Getsinger, Principal, Carmel Adult School, Monterey County*

**T**AKING advantage of the fact that Mrs. Sylvia M. Jordan, one of our Sunset School teachers, had lived and taught in Mexico for 17 years, and had a fine collection of Mexicana, we organized an evening-school class last fall called Our Mexican Neighbors.

The field to be explored included the entire culture of the Mexican people: music, language, crafts, customs, food, costumes, and government. At every session some words were taught, some Mexican things displayed, some Mexican music played or sung, some Mexican newspapers or magazines brought in. Often the teacher, and sometimes members of the class dressed in Mexican costumes. The class was an immediate success.

Then Mrs. Jordan felt that she was running low on prepared material, so we looked about and found several things. Mrs. Maxine Albro Hall had much information on travel in Mexico, a fine collection of Mexican woven materials, some excellent posters, all of which she presented in a series of lectures.

And Mrs. Mary L. Greene, curator of the Old Customs House in Monterey, is a student of Mexican history. So she has taken the class over for a period of some months.

And the Misses Winifred and Alison Stilwell, daughters of an Army general, had lived much of their life in China. They paint in Chinese style, play Chinese musical instruments, speak and write Chinese, wear Chinese costumes, display many things from China and tell how they relate to the daily life and to travel in China. All of these they now present to a new section of the class called Our Chinese Neighbors. A large number of adults are learning things about our neighbors in a most delightful way.

\* \* \*

Newson & Co. of 72-5th Avenue, New York City, have published *Our First Speech Book* by M. Pearl Lloyd, assistant professor of speech, Ohio Wesleyan University. This volume contains much material of use in teaching the sounds of consonants, vowels and word forms. The material is similar to that of the charts used in schools for many years. It contains materials which conform to the later methods of teaching. A number of songs interesting to children have been included.



# PROFESSIONAL GROWTH

Anne M. Bradley, Formerly Principal of Peralta School, Oakland

**Y**OUR chairman asked me to open your discussion\* about professional growth by talking with you about the possibilities there are for enriching joy in such growth.

You will soon be teaching; whether that will become for you a day to day job or an adventure in real living will depend largely upon this matter of professional growth. Many of us have found from *experience* that professional growth can be an open door to life—life for you as a person, for you as a worker, for you as a member of the profession itself. Today I shall try only to paint in the background, leaving it to your committee to discuss the specific items that enter into such growth.

It would be easy for you to think that the hurry and pressure and rapid growth of these college years should have stored up such a professional equipment that nothing will be needed but to draw upon it freely. But these assets for power—your personality and your preparation in knowledge and skills—draw their importance from the fact that they are more than mere acquirements, that they are *forces*, capable of changing from within, that they have in themselves the quality of life. To say that, is to say that growth is a constant necessity, for life and growth are but two aspects of the same thing. Growth is the evidence of increasing vitality, the sign that life is becoming more abundant, that it is expanding to include new areas.

I want to talk to four questions

1. *What kinds of growth should a teacher plan for that he may live ever more fully?*

The plan must be in response to the needs that are set by the work you have chosen. You have chosen to

work with the *young* people of our land—young people who are on the way to become, for the generation just beyond yours, both leaders and followers.

Your work can never be merely routine work since it deals with *living* factors; instead, it is essentially creative; you change what you work with, not with your hands but by the impact of your spirit and mind upon it. While you *use* school activities and subject matter as tools, you are using them as the artist uses his brushes and paints and canvas; what he produces bears the imprint of himself.

## Permanent Reserves

So it comes about that what you are, the richness of your inner self is of first importance. Whatever other aspects may be open to argument, there seems to be unanimous agreement that successful teaching is inseparably related to the fine personality of the teacher. Her zest, enthusiasm, courage, her spirit of adventure, sincere appreciation of the true and beautiful—all these become contagious learnings for children.

We know that such richness is not a sudden acquirement; it is more like the blossoming of a beautiful garden where seeds have been carefully selected and persistently nurtured.

2. *What may we do to build for ourselves permanent reserves of this kind?*

We are all aware from our own growth that personality *increases* with widening experiences and interests, through the acceptance of leadership, through spiritual conquests. In other words, we must do more than the day's work in a classroom; we must also live as persons.

We must provide in our plan of growth for *human elements*, as for laughter, for play, for rest, for friendships, for contacts with adults, for the

enjoyment of some forms of art; we must plan also for physical health with its accompaniment of radiance, abundant energy, and enthusiasm; for mental and emotional health that will enable us to meet life with courage and common sense.

And we must cultivate imagination and spiritual reserves through wide reading, through taking time to meditate, taking time to play with ideas, to *express* our inner life in some creative form. How pleasant such paths of duty—so pleasant that we look upon them not as liabilities but as great assets of personal joy.

3. *How shall we plan our growth in professional abilities?*

Again, what are the *needs* set by work you have chosen? Are there still problems to be solved that learning may be made more effective; that our field of work may become more and more professional? If we answer yes, as I think we must, we may still ask if this, too, can lead us into such satisfying paths that the demands upon our time and energy will seem gains rather than sacrifices.

## A Great Cause

The answer to that very human question roots back into your inner response to teaching. If to you teaching is a great cause, if you have an abiding faith that your seemingly little work is part of something vastly bigger than itself, of something that has in itself eternal values, and moves forward surely, even though slowly, then you will feel that the opportunities for increasing your abilities, for contributing to the momentum of your profession, are the things you want most, the very essence of living more fully.

In other words, if you are sold to your profession as a worthy undertaking, with unsolved problems, the *challenge* will shake your spirit into action to make your own contribution to it.

Open doors for such contributions are on every hand. As you work, make it your practice to keep an alert and questioning mind about values; not all ideas are really valuable! Keep informed about changes in philosophy

\* An address to student-teachers and all beginning teachers. See also this magazine, November, 1941, pages 8, 9, 48.

and practices; undertake experiments in the spirit of adventure.

There will be other doors opening through committee work, through organized study, through planned travel, planned reading, and so on down the long line of professional obligations as well as professional opportunity.

If we set ourselves to weigh values and make clean-cut choices in the light of what will do most to meet our needs, we shall find that these doors, too, open upon priceless *personal joys*, such as exhilaration of mind, contacts with challenging thinkers, broadening and stimulating friendships rooted in mutual professional interests and enthusiasms, the satisfying sense of work worth doing, of growing *power*.

4. *How shall we make sure that our personal growth becomes professional growth?*

I have emphasized personal joy through enriching one's personality and through enriching oneself for professional work—but to insure that these growth become truly *professional growth*, these gains must be used to serve; to carry their enrichment into the work you do.

Let me present a few situations for measurement by this standard of service:

a. You find yourself poor in the field of children's literature—  
What may you do?  
What may you not do?

b. Two extension courses are offered by your school department—one in remedial reading, one in science as a field for first hand experiences for children. How would you determine which one to take?

c. Your department offers higher ratings based on additional units of work. How might this become an unprofessional thing for you to do?

d. A teacher of a second grade joins a choral doing very modern music. How can she justify this?

**N**OW let me illustrate also how a summer's travel in Europe became a series of enriching experiences for a young teacher and for a class of third graders.

She decided to borrow money on her life insurance policy and travel in

Europe during the summer vacation. As she planned her itinerary, she began sharing it with her eight-year-olds. What an introduction to maps by way of her enthusiasm! Children became aware of names, new desires to know more about far-away places and people. The teacher must find out and tell them when she returns. Exchange of postcards was planned, with a widened appreciation of distances that took so much time; of postal services, of the importance of careful planning. Then came the passport with its names of magic places.

What did the teacher gather as she moved through Europe? Treasures for herself and her friends, of course, but also a valuable collection of character dolls and beautifully illustrated books that told better than words could have done the essential likenesses in children there and here. What a background for social studies the next year! And such an impetus for hobby interests! Was the teacher poorer personally through this professional service?

We who teach bring in some way or other the spirit of all our living into the service of our profession; our living and teaching become truly integrated—the perfection of freedom! "He that giveth his life shall find it" is forever true.

### Believe in Your Work

To summarize—Life is itself *joy*. It is good to be alive with physical health, but to feel the glow of life coursing through one's mind and heart and spirit as they *mature* is better still. If you would *live* ever more fully through your chosen field, set yourself to send your roots deep into its enriching soil of wide experiences and hard work, your leaves into its radiant purpose. Believe in your work; invest your energies thoughtfully and widely and generously that you may be worthy of your profession, of the company of great teachers who have built for your profession a place of honor.

I have tried to point out the *direc-*

*tion* that leads straight to joyous living through attention to professional growth. There are many references that will help you plan a balanced *program* of study, travel, play, and plain loafing. Each type has its place—each may serve to keep you a growing teacher. To live is to grow, and to grow is to live.

\* \* \*

*Biographical Directory of American Men of Science*, 7th edition, is soon to be issued; editors are J. McKeen Cattell and Jaques Cattell, Lancaster, Penna. It will contain over 30,000 life sketches as compared with 28,000 in the 6th edition issued in 1938. California is generously represented in the new edition because of California's remarkable array of distinguished men of science.

\* \* \*

### Educational Research

**E**NCYCLOPEDIA of Educational Research, prepared under auspices of American Educational Research Association, is edited by Walter S. Monroe, University of Illinois and published by the Macmillan Company. This massive and beautifully-printed volume of over 1300 pages is highly creditable to the editor, the publishers, and all others associated in its production.

It summarizes and crystallizes the important educational researches of the last 30 years. It is the work of some 200 experts in the field and is therefore a source of authentic information.

It reveals, in one handy volume, what educational research of the past three decades "adds up to" after critical evaluation, and what the total means in relation to educational theory and practice.

The articles are addressed to students in teacher-training institutions, teachers, supervisors, administrators, professors of education, and interested laymen, rather than to experts in respective areas.

In early times research was confined to a few experts. Nowadays, throughout California's schools for example, on all levels and in every field, many hundreds of teachers and students are conducting researches. This new encyclopedia, therefore, has a very important place in all of the larger school libraries, county libraries, public libraries, as well as in all professional libraries.



## THE READING CLINIC

Marion Fennell, Director of Guidance, East Whittier Schools, Los Angeles County;  
Charles T. Samuels, District Superintendent

**T**HE program of remedial reading at East Whittier is designed primarily as a clinic to which are sent those children who are so retarded in reading skills, as compared to mental ability, that they do not fit in with any group in their classrooms.

Work is therefore largely individual. Each child presents a different problem. Factors which have caused the difficulty are likely to vary in each case, and consequently there may be as many different methods of approach as there are children.

### Selection of Cases

Achievement tests are given to every child in the school, beginning with the high second grade, once each year. The California Test of Mental Maturity is also given to all children every two years as a basis for judging intelligence. The results of these tests are used in selecting cases, but the teacher's judgment and recommendation after having worked with the children, is also carefully considered.

When a tentative selection has been made, each child to be considered is individually interviewed. A special effort is made to gain the child's confidence, and to help him to feel comfortable and at ease. After rapport has been established, the Monroe Diagnostic Tests are given. The average score on these tests usually rates the child somewhat lower than his achievement test, but they are valuable because of their diagnostic content. Various skills are sampled, and an objective measure of each is provided. Intelligence is also re-checked through an individual Stanford-Binet.

The final selection of cases is planned to include those children who are most retarded in relation to their mental age. We have one boy with an I.Q. of 85, but he came to us as a non-reader in the high third grade. As he was 9 years old then, it appeared that his mental age was suf-

ficient for him to have been well started toward reading successfully. Most of our children are of normal intelligence, with I.Q.'s ranging between 90 and 110.

### Schedule of Work and Further Diagnosis

Work with the children is on a four-day-a-week basis. Actual experience has shown that short daily periods are more beneficial than longer periods less regularly. The fifth day (Friday) is reserved for special testing, interviews, and work on compiling and recording data.

Throughout the work the attempt is made to find out *why* the child has not read successfully. Personal confidences gained in working with the child alone are often more valuable than any amount of searching through past records. The personal angle is never complete, as day by day work with these children constantly reveals something new.

The parents are informally interviewed. Vision and hearing are checked and an examination is given by the school physician. Data obtained from these sources is recorded on the child's card. Significant factors usually become apparent as the information is compiled. Sometimes direct steps can be taken, such as correcting vision with appropriate glasses. Such measures as these, however, do not suddenly present us with a child who can read if he has not read before, so remedial work is continued. Most frequently no single factor is responsible for the difficulty, and very often the effort must be directed toward adjusting the child to conditions which cannot be changed.

### Methods

As each case is different it is, of course, impossible to write down a procedure which could be successfully followed with every child. There are,

however, a few general rules which we follow in every case.

Our room is bright and cheerful. The walls are painted a soft green; there is good linoleum on the floor, and draperies at the windows. Tables of different sizes provide for children of various heights. A low book-case with a browsing-table near by contains many attractive books at low reading levels. A bulletin-board contains announcements, labeled pictures, a calendar, and frequently some of the children's own contributions. By providing the most attractive surroundings possible we try to make it seem a kind of special privilege to be allowed to come to this room to work.

The regular program of the child is carefully considered before a definite time is set for the reading period. Therefore these periods do not interfere with any especially desirable activity in the classroom. If it can possibly be done, we take the child while the rest of his class is also engaged in reading.

We begin our work where the child is. Regardless of standardized test results or other objective data, we also informally test each child with books of different grade levels until we find one which he can read with a fair degree of success. We begin from there. If he cannot read a primer or pre-primer we have him write his own stories, following the Fernald-Keller\* method, until he has built up a basic sight vocabulary sufficient to enable him to read his book successfully.

A daily record of each child's work is kept in diary form. A note book is provided for this purpose. At the top of the page is written the date and the place where work for that day is begun. A record is kept of the words giving special difficulty. Comments are added concerning attitudes, progress, or anything else that seems significant. Frequently bits of conversation are recorded which reveal how the child feels about his work, about his special interests, or about those less tangible things which affect his personality in general. In reading over these pages for a week or month we have found them invaluable for gaining an insight into the child's total problem. The word list also reveals the types of errors which the child is making, and specific procedures are planned to help him to overcome the wrong tendencies which have become habitual.

We let every child know that he is chosen because we believe in him and in his ability to do the work. He is given a great deal of encouragement and many opportunities to prove to himself that he can be successful. Many times, by changing a child's

\* "The Effects of Kinaesthetic Factors in the Development of Word Recognition in Case of Non-Readers" by Fernald and Keller, Journal of Educational Research, December, 1921.



attitude from a feeling of insecurity and inferiority to one of confidence in himself, we have found that progress is well under way.

Some of the more specific procedures which we have found helpful are listed below. It is in the choice of these that we have found it necessary to be extremely careful, for what "works like a charm" with one child may fail completely with another. We give each method a fair trial before abandoning it. We strive to put enough variety into the work to keep it vital and interesting, easy enough so that the child may experience success, yet not without some elements of difficulty so that it may be challenging.

### Oral Reading

UNTIL we are very sure of exactly what the difficulties are and what we are going to do about them, a brief period of oral reading is given daily. Comprehension is usually checked through discussion, although frequently multiple choice or true-false questions are prepared. In this period the child is not permitted to block over unknown words too long or too frequently, as faulty eye movement habits would become established rather than corrected. If there are many unknown words, easier material is chosen. If an occasional unknown word stops the child, the word is told him, and he continues reading. Meanwhile, the word is recorded in his note book. At the end of the period he looks at it again. We discuss the clues that he might have used in getting it, such as looking at the picture, looking at how it begins, looking at the words that come after, or thinking what it would probably be from the sense of the story. He is encouraged to try even though he makes a mistake. He may re-read the sentence that contains the word, and also make up his own sentence using the word. His own sentences are recorded in the note book for further use at another time.

### Word Drill

Not all of the words missed are used for drill. Only those are chosen which seem to be typical of the kind of errors made, or those which he will soon need to use again. These are printed on flash cards. Ten words at a time are presented to him in quick flash exercises. A check is put on the back of those he knows well enough to get immediately. Another mark is put on the back of those he does not get at once, and they are returned to him for another look. At this time he may study the word at his leisure, and is encouraged to note how it begins, how it ends, any little word he may see in the longer word, or any other distinguishing detail. When

a word gives trouble repeatedly, the child's sentence which he has made up himself is typed and pasted on the back. Before he "gives up," he looks on the back to see if he can read the word in the sentence he has written. Most children enjoy keeping a graph of the number of words they are able to get right on the first trial.

### Filing Words

A box is prepared for every child so that he may file the words he has learned. A cheese-box, colorfully painted, is an excellent one to use. Heavy cards are tabbed with the letters of the alphabet, and placed in the box in order. When a child has really learned a word he may file it alphabetically in his box. With some children we consider a word "really learned" when he has three checks in succession; with others we require five, depending, of course, upon the length of time it takes the individual to retain the word. Filed words are also occasionally reviewed. And when it happens, as it sometimes does, that the child again blocks in reading on a word he has filed as known, he hunts it up and puts it with the practice words, and the record starts all over again.

### Repetition of Vocabulary

Sometimes the slowest learners do not get enough repetition in readers designed for the normal child. Therefore little stories or paragraphs are prepared using the words known to be in the child's vocabulary. These are typed and given to him to read either orally or silently.

### Silent Reading

Some silent reading, followed always by a check of comprehension, is given daily. For this purpose we frequently use the work books which accompany good sets of readers, and supplement them with typed exercises designed to give more drill on some specific phase of the work. Through the silent work the child is gradually trained to work independently.

### Phonics

Little work in phonics is given apart from the incidental training which accompanies word analysis. We make sure that the child has the ability to sound initial consonants. Occasional exercises are given in building lists of words that rhyme, as at, cat, sat; later the child may be asked to underline all the at words in such lists as hat, bit, fan, fit, fat, bat, but.

Sometimes children enjoy writing words from dictation, listening carefully to the sounds, and then writing what they hear.

For discrimination of word-endings, such

as 'ed', 'ing', and 's', we have found it valuable to type the different forms of a familiar word in four columns, alternating word endings, as follows:

paint	painting	painted	paints
painted	paints	paint	painting
painting	paint	painting	painted
paints	painted	paints	

The child is given four colored crayons. He is asked to make a red line under 'paint' every time he finds it, a blue line under 'painted', a green line under 'painting', and an orange line under 'paints'.

Exercises are prepared which require vowel discrimination as

Jim plays with the ball and	but.
	bit.
	bat.

### Conclusion

WORK with one child is usually carried on throughout the year at his scheduled time. The Monroe Diagnostic Tests are not given often, as there is only the one form, but informal testing is continuously in progress. The Monroe Tests are repeated in every case at the end of the year, or sooner if unusual progress appears to have been made.

In general, the work with each child is continued until it seems certain that he has not only gained in ability, but also in self-confidence, to a point where he can successfully participate with a group in his own room.

### The Case of Phil

Phil was nine years old and in the third grade. He was to have been in the fourth grade at the beginning of this school year, but moved to a new school, where he was put back, so was repeating the third grade. He returned to our school in December. He seemed to fit in quite well with the third grade group. He did not appear to be older than the other children, as he was small and rather shy.

Although Phil's average reading grade on the Progressive Achievement Test given early in December was 2.5, he did not rate as high on tests given individually. The scores on the Monroe Diagnostic Tests were as follows:

Gray's Oral Reading Paragraphs.....	1.9
Haggerty's Silent Reading Test.....	2.2
Iota Word Test.....	2.7
Word Discrimination Test.....	2.5
Average.....	2.3

An examination of errors showed that Phil read about like an average child beginning second grade, except that he refused to attack more words. This showed lack of confidence in himself, and no adequate technics for working out new words. He made approximately the same number of

vowel and consonant errors, the same number of reversals, omissions, additions and repetitions as the average child entering second grade. Therefore it was apparent that he needed emphasis on

1. Getting words from context when possible.
2. Adequate methods of phonetic attack.
3. Directional cues, — help in always attacking words from left to right.

As the work progressed the following causes were taken into consideration:

**Physical:** A slight handicap in pronouncing words clearly has probably been responsible for much of Phil's trouble. He is not a robust child. He lacks vitality and energy, although the physical examination showed nothing of immediate significance.

**Mental:** There should be no cause for disability here, as on a Stanford-Binet Intelligence Test he earned an I.Q. of 113, which may be classified as superior intelligence.

**Emotional:** He has feelings of inferiority, and lacks confidence in himself. He withdraws from the group in dramatic play, but is imaginative, and will carry on play by himself. He needs much attention and encouragement.

**Educational:** Frequent moves were made by his family in the early stages of his school work. He was not long enough in one school to adapt himself to conditions.

**Environmental:** The home environment is poor. He is one of three children by a first marriage of the father. The step-mother is very young, but in addition to the three children of the first marriage, she now has two of her own. The parents do all they can for the children, but demands are many, and there is necessarily little of cultural value.

We found a reader which interested Phil and which was suitable to his reading level. He worked daily on his word file, often slipping in a few minutes early to practice by himself. He became interested in the books on the browsing table, and began to read. After the first two months progress was very rapid. No attempt was made to use a published work-book in this case, because it was felt that he could move faster without it, but daily exercises in comprehension and word discrimination were typed for him. At the end of six months Phil was retested. On the achievement test he made an average reading score of 4.7. The results of the Monroe Diagnostic Tests were:

Gray's Oral Reading Paragraphs.....	3.7
Haggerty Silent Reading Test.....	3.3
Iota Word Test.....	3.7
Word Discrimination Test.....	5.1
Average.....	3.9

#### *A Case of Individual Work*

Reggie entered East Whittier, September, 1937, at the age of 13 years, 4 months. He was assigned to the seventh grade at the request of his parents and with his own consent, although he had just completed a year in the seventh grade.

Reggie had had trouble with reading

from the very beginning. As he passed from grade to grade the problem steadily became more acute. It seemed to be useless to ask Reggie to do anything. He was simply allowed to get what he could out of each grade. He felt his inferiority keenly, and lost all confidence in himself. He reached the sixth grade with an average reading grade of 1.4 (Monroe). His first seventh grade teacher took a great deal of interest in him and managed to give some time to individual work. When he entered East Whittier, his score on the Monroe Examination was 2.6.

When individual work was begun, Reggie was still a thoroughly discouraged boy, with little hope that he could ever really learn to read. A Stanford-Binet showed that he had an I.Q. of 96, so lack of intelligence was ruled out as a cause of the difficulty. In beginning work with this boy, books were entirely discarded at first. He proved to his own satisfaction that he could learn words through sound-tracing, and according to his mother, he began to have a little hope, and to show a little confidence, from the third lesson. The Fernald-Keller method was used entirely through the first months of work. Reggie wrote stories according to his own interests. He always wrote stories with nature as his subject. He could and did learn by this method. At first it was necessary for him to trace almost every word he wanted to put into his stories, and most of them he traced 10 or 12 times.

#### *Introduction to Books*

Toward the end of the year he was introduced successfully to books. In any type of comprehension exercise he was almost always 100% perfect, but he read very slowly.

In the second year of work writing was continued because Reggie himself felt that he got so much from it. Instead of writing his own stories, however, he wrote brief paragraphs from dictation. Words were supplied when needed, which he studied until he could write them without the copy. It was interesting to observe that he got words this way very quickly just by looking at them, while the year before unknown words were traced ten or twelve times. Exercises in developing rhythm of eye movements and increasing eye span were also given, and attention was given to grouping words into phrases. In all this work care was taken to select material in which there would be no difficulty in word recognition.

At the end of the second year, Reggie's score on the Monroe Test was 5.5. He was steadily increasing in ability, and was doing a great deal of work independently. His attitude toward himself and his own ability was greatly changed. When he graduated from East Whittier he freely participated in school games and other activities.

## War and Hearing

**A** COURSE entitled Psychological Basis of Speech Reading is being given at University of Southern California.

The Hearing Clinic, part of this course, features actual training of residual hearing and speech-reading.

The vocational rehabilitation of victims of war conditions is one of the pressing needs created by modern methods of warfare. Operators of planes, tanks, submarines, and heavy artillery are deafened by thousands. Work in the midst of constant loud noise, as in some defense industries, hits more thousands. Bombing and other explosions affect civilians as well as the military.

So the number of those needing help because of hearing impairment is much greater than that of those needing it in peace-time. Some military situations demand the use of silent speech, and the Army is interested in the lip-reading training. Many workers should be prepared to train them.

Testing of the hearing of problem-children and of pupils in speech-correction and remedial-reading classes shows a high percentage of children with a considerable loss of hearing, which had not been suspected before.

Teachers in charge of such classes may be helped by the knowledge of modern techniques of training residual-hearing and teaching speech-reading.

The course deals with objective and motivation in speech-reading and training of attention in a three-fold approach through residual hearing, sight, and the kinesthetic sense; in abbreviated form the method is known as AVK - audio - visual - kinesthetic method.

Further information may be obtained from the Hearing Clinic, 902 West 37th Street, Los Angeles. The Hearing Clinic is operated as part of the psychological clinic under direction of Dr. B. V. Morkovin.

\* \* \*

## The English Language

**I**NTRODUCTION to the English Language, by Albert H. Marckwardt, associate professor of English, University of Michigan, a handsome volume of 350 pages, published by Oxford University Press, meets the need of that kind of course in the English language envisioned by the famous Committee of Nine of National Council of Teachers of English.

It presents on a college classroom level a synthesis of important results of linguistic investigation and is designated as a full-year course for third and fourth year undergraduates; price \$2.15.



## THE TOOL SUBJECTS

### THE TOOL SUBJECTS IN A CONSERVATION UNIT

*Mrs. Irene Spencer, Principal-Teacher, Pleasant Hill Elementary School*

**T**HE topic for my part of this presentation\* is The Tool Subjects in the Unit of Work on Conservation in Contra Costa County. That you might more easily understand my position I feel that it is necessary to expose somewhat my own personal philosophy. The chief issue concerning subject matter which makes this a necessary part of the discussion may be expressed in many different ways.

Perhaps the plainest and most obvious statement of the issue is that it is a contrast between an emphasis on subject-matter and an emphasis on the individual pupil. For years the emphasis was on the 3 R's until undoubtedly the scale balance was certainly not on a level but the emphasis weighted down one side of the balance. Then apparently came the light, and suddenly the contents of the pan on which lay the 3 R's became as if without weight—little or no value, and the pan on the other side of the scale became the "all" and tipped the balance down on the other side.

To balance the scale and bring equilibrium there is need of equal weighting. But little thought seems necessary to find the 3 important R's that had been originally neglected,—1. *Respect* for personality and all it implies; 2. *Resourcefulness* of the teacher in making functional those learnings necessary for the ongoing growth of the individual pupil, and 3. *Responsibility* of the teacher in developing well integrated, understanding citizens of our country—citizens appreciating the responsibilities as well as the privileges of a democracy.

It seems clear to me therefore that in considering the program of educa-

tion we must take into consideration both the child and the subject-matter. We never can work out a satisfactory curriculum or procedure by considering the child alone or by considering the subject-matter alone. We must study the child as he reacts to the subject-matter, and we must study the subject-matter as it sets up reactions in the child. Unless he has appropriate and socially valuable subject-matter to react to, the child's activity would be of little or no value, and unless the subject-matter is of a type to stimulate the child to genuine learning it remains inert foreign substance.

This is why my second R—Resourcefulness of the teacher—in making functional the subject-matter learnings necessary for the ongoing growth of the individual—is so very important. Subject-matter is here used in its real meaning, consisting of acts, and thoughts and feelings, and abilities—that whole group of objectives of learning which are independent of the pupil himself and of his personal interests and yet are an indispensable part of the basis of education.

#### Resourcefulness

Does this particular area of experience provide proper opportunity for the acquisition of needed skills in reading, writing and arithmetic? With the resourceful teacher, "Yes." I believe that all teachers are resourceful although many of us have not as yet developed this ability to our full capacity. I do not feel the need for a detailed account of the possibilities, but I will say that in checking the Course-of-Study the requirements of at least a half-year's minimum essentials could be seen as possible in this one unit.

The most important skill the children acquire in the elementary school is the ability to read. This unit un-

doubtedly provides the motive for wide reading and the collection of information to solve problems and satisfy needs. The opportunities for oral and written compositions are numerous. Many situations which call for the development of socially desirable types of language emerge with practically no effort on the part of the teacher or the pupil. Spelling and writing are necessary skills of expression and should be learned in relation to use. The need for the skill should be met in a real learning situation and whatever practice is necessary to assure mastery should be provided in a separate period.

#### These Important Learnings

I believe therefore that the greatest responsibility rests on the teacher in safeguarding these important learnings. Kilpatrick says that two things seem to be necessary if children are to acquire and to organize these learnings adequately: 1. they must in their succession of learning-activity-experience meet in the aggregate such a variety of situations as will take reasonable care of the varied significant aspects of life; 2. they must think these through so as to get from them their reasonable quota of organized thought.

The extent to which these requirements are met will depend upon the resourcefulness, insight and skill of the teacher. Her ability 1. to select a sequence of activities rich in possibilities for continuous growth; 2. to utilize the occasions in each situation which are rich in specific learnings; 3. to diagnose individual needs and guide each child to materials of value in meeting his needs; 4. to help children to grow in power to evaluate their own growth in acquiring the necessary tools of learning; and 5. to inspire children to persevere through the difficult but essential period of practice essential to acquisition, will determine the progress children will make in intelligent use of knowledge and skills as requisite to effective social living.

**W**E must, therefore, keep the educational scale in balance. We must respect the personality of the learner—accepting him where we find him, giving due credit for his contributions, and building onward from there. All teachers must develop their resourcefulness in making functional all subject-matter learning—ever with the thought in mind that we are guiding each individual to his ultimate understanding of our democratic way of life.

\* This thoughtful statement was made by Mrs. Spencer as part of a symposium on a Conservation Unit at an area institute in Contra Costa County, California.—Wilma G. Cheatham, Director of Research and Reference, Contra Costa County Schools, Martinez.



# MACMILLAN BOOKS

## *In the present crisis*

if we are to combat the fanatical spirit of enemy youth with the spirit of democracy in American youth, we cannot afford to wait any longer, we cannot leave it to chance—

## **We must TEACH democracy**

*systematically • methodically • not incidentally*

- teach American children how to “live” in a democracy
- equip them to fight the false doctrines of Nazism’s “education for death”

*The foremost means for carrying out this program is the*

## **DEMOCRACY SERIES**

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A complete basal program of education for democracy

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STATE ADOPTED  
in  
15 STATES and  
2 TERRITORIES  
and in  
THOUSANDS of  
independent  
CITIES, TOWNS,  
and COUNTIES

*New units are adopting  
the program daily.*

*“There is no choice for true Americans. . . It is our duty to TEACH that our American ideals are the most desirable, without apology, without spurious concern for ‘academic freedom,’ ‘indoctrination,’ or ‘openmindedness.’ WE MUST TEACH DEMOCRACY.”*

W. D. McGLURKIN (in the *Arkansas Journal of Education*, January 1942)

*“It’s time to TEACH democracy. . . We are engaged in a titanic life-and-death struggle, initiated by evil men with new and ominous ideas about government—ideas that have hypnotized people in many parts of the world, particularly young people . . . the schools of the nation should immediately start TEACHING democracy, not incidentally but systematically.”*

DON C. ROGERS, District Superintendent, Chicago Schools,  
(in *School and Society*)

*“Too long we have assumed that democracy needs no teaching, that young Americans will grow up automatically to be alert, diligent, discriminating, patriotic citizens. But evidence is ample that this is a false notion. Democracy needs to be TAUGHT in as definite and orderly a way as arithmetic or the English language.”*

THE JOURNAL OF EDUCATION  
(Editorial, January 1942)

### **THE PROGRAM**

SCHOOL FRIENDS — Primer  
LET’S TAKE TURNS —  
Book One  
ENJOYING OUR LAND —  
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Book Three  
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SAN FRANCISCO

# SCHOOL LIBRARIES

## THE SCHOOL LIBRARY IN WAR TIME

*Jessie Boyd, President, School Library Association of California and Librarian,  
University High School, Oakland*

**T**HE school library has much to offer in meeting the present crisis and in preparing for the difficult post-war years to come. "The longtime battle for democracy," says Willard E. Givens, "must be won in the schools. Our children, like our fighting forces, deserve the best opportunity we can provide. They are the America of tomorrow." The schools must accept a heavy responsibility in developing our children mentally, morally, and physically. It is the function of the school library to contribute toward this goal.

The value of printed materials in the maintenance of morale is being demonstrated daily at school, at home, and in the service. Now is the time not only to maintain book budgets but to enlarge them. We should avoid the situation that developed during the depression when budgets were curtailed at a time when public reading was definitely on the increase.

The school library at all age-levels can be effective in developing a dynamic, positive philosophy and an active appreciation of the ideals of democratic government which emphasizes tolerance and understanding of all nationalities. Our youth can relive through literature the tests of strength and courage which our forefathers endured, and can thereby be strengthened for the trials that confront us now.

Who is there who has not been inspired by Lincoln, Robert E. Lee, Clara Barton, Davy Crockett, General Custer, Bill Cody or Narcissa Whitman? More of us should read again the enduring words of Thomas Paine, "These are the times that try men's souls . . ." or the stirring phrases of the patriots recorded in the Declaration of Independence, the preamble to the Constitution, or the first amendment. Everywhere these materials should be in evidence so that their full import can be understood and can be reapplied to this recurring crisis of democracy. A collection of the current and the classic in American poetry and ora-

tory is the indispensable *A Patriotic Anthology* compiled by Carl Van Doren (Doubleday, 1941). Noteworthy examples of eloquence from the days of the Greeks to the present era are available in the "Anthology of Public Speeches" compiled by Mabel Platz (Wilson, 1940).

If we are to avoid the tragic pitfalls of the last peace, the school library must join with all other agencies in maintaining wholesome attitudes in war time and in contributing ultimately to a just and humane settlement of the controversy. Books, magazines, charts and audio-visual materials dealing with the contributions that all nationalities have made are important. Publications written for all reading levels on Latin America, England, Canada, Australia and the possessions of the United States are necessary.

*South American Primer* by Katherine Carr Rodell (Reynal, 1941 edition) and *Pageant of South American History* by Anne Merriman Peck (Longmans, 1941) offer a sympathetic picture of our Latin-American neighbors which children can read and enjoy. *The American Empire, a Study of the Outlying Territories of the United States*, edited by W. H. Haas (University of Chicago Press, 1940), answers the questions that are uppermost in our minds today about the strength of our possessions.

### Books on the Flag

The flag has been the inspiration for many excellent books and pamphlets such as the enlarged edition of *The Little Book of the Flag* by Eva March Tappan (Houghton, 1937), the revised edition of *Flags of the World, Past and Present* by V. Wheeler-Holohan (Warne, 1939) and *Our Country's Flag; the Symbol of All We Are—All We Hope to Be* by J. A. Moss (U. S. Flag Association, 1937).

The inexpensive, colorful, and easily read booklets of *Our Freedom Series* published by Row, Peterson, 1941, emphasize for junior and senior high school students the significance of our heritage and the necessity for maintaining "the four freedoms".

Interest in the armed forces and the identity of their insignia increases daily. Insignia of the Services by Paul Brown (Scribner, 1941), *Annapolis Today* (Funk, 1938) and *West Point Today* (Funk, 1937) by Kendall Banning hold fascination for students interested in the training of navy and army officers.

In addition to books on the armed forces and

public morale, there are many other aspects of national defense which should receive consideration. Health is important at all school levels and there is increased need for the dissemination of information on nutrition, first aid, nursing, safety, accident prevention, recreation, and sports. There is a wealth of free and inexpensive materials, including illustrated maps, charts and pamphlets, to be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C.; National Dairy Council, 111 North Canal Street, Chicago; American Red Cross, Metropolitan Life Insurance Company and National Safety Council, 1 Park Avenue, New York.

**W**ITH rising prices, more careful buying will be necessary and courses in consumer education will assume new importance. The campaign to avoid waste will increase the demand for books on salvage and conservation. With the depletion of skilled labor, books on home repairing will supply high school boys and girls with the information needed for maintaining personal and home facilities. The qualities of citizenship that conserve both private and public property must be emphasized; incidentally, the problem of a paper shortage will necessitate better care of school books.

### Materials on Defense

Timely materials on defense are appearing in pamphlet form. Excellent publications have been issued by U. S. Office of Civilian Defense, including such recent pamphlets as *How to Organize Civilian Protection in Your Community*, *Fire Protection in Civilian Defense*, *A Civilian Defense Volunteer Office*, *What it is*; *How to Organize it*, *What it Does*. As high school units are developed for home defense and as boys and girls are assigned to specific duties, school libraries will do well to collect all the materials available. The U. S. Office of Education has issued challenging pamphlets in the Education and National Defense series such as *What Schools Can Do*, *How Libraries May Serve*, *School and College Civilian Morn'e Service*, *How to Participate*. Excellent bibliographies have been issued by The Booklist, American Library Association, Chicago, which would be helpful for administrators and librarians.

Vocational guidance and a wealth of material on the professions and occupations will be seriously needed to help graduating students to go into occupations that will be commensurate with their ability now and for the years to follow the war. It will be necessary to adopt a long view while meeting the present emergency and students will have to be carefully selected to enter the professions that are rapidly growing depleted. For those students going to work immediately after graduation, the latest information should be provided, such as the periodicals *Vocational Trends*, which notes current opportunities in all fields of work, and *Vocational Guide*, which lists new books, periodicals and government publications, published by Science Research Associates (1700 Prairie Avenue, Chicago). The vocational field has many fine publications

and the library collection should have an adequate representation of the most recent.

**I**N these days of blackouts, families need to learn again how to read aloud together just for fun and mutual enjoyment. Inviting displays of suitable books will encourage children to take home more books for that purpose.

Nor should we forget in these trying times that more than ever the library should contribute an inviting, attractive and composed atmosphere. In the excitement and tension of war times, we find security in familiar and normal experiences. This was well demonstrated when librarians emphasized the Christmas motif in decorating their libraries during those days immediately following the Pearl Harbor incident. The relaxing effect on students and adults alike was immediately apparent as the familiar signs of Christmas began to appear.

In times like these, the library is a sanctuary for those of harassed mind and spirit. It should be a place of beauty, of inspiration and solace for both children and adults who would escape from the tension of war.

\* \* \*

### Music Conference

Bay District California Western Music  
Educators Conference

**F**IRST meeting of Bay District California Western Music Educators Conference for 1942 was held at Berkeley, on January 17. President Charles S. Hayward presided. Mabelle Wilson, supervisor of music, Berkeley, was in charge of the program, banquet and other activities.

An audience of 600 people, including approximately 250 music educators, enjoyed an impressive demonstration of school music. American Unity Through Music was the slogan throughout the day's activities.

The Bay District was honored in having Mrs. Helen C. Dill of Beverly Hills, president of California Western Conference, in attendance at all sessions. Her inspiring and informative talks at the luncheon, the afternoon program, and the banquet were greatly appreciated.

Prior to the afternoon session a luncheon for Mrs. Dill was held at International House, University of California, by Bay District officers and board of directors and officers of Northern California Band, Orchestra, and Chorus Association.

The banquet held at the famed Hotel Claremont was enjoyed by over 100 music educators. Clever entertainment, including a series of square dances in which many of the guests participated, made a fitting climax to a most successful day.

### Organize the World

**S**IXTEENTH national competitive examination for high schools, dealing with the problem of organizing the world for peace, conducted by League of Nations Association, will be held March 27.

Students from any public high school under 21 years of age and citizens of the United States, are eligible.

The best two papers from each high school, selected by the teacher in charge, will be forwarded to New York to be entered in the national contest.

This year's contest will concern the whole problem of organizing the world for peace. One complete set of study-material will be sent free of charge to each school upon receipt of official registration, and additional sets may be obtained for 20 cents each.

First national prize will be a trip to South America, if world conditions permit. Also, several scholarships are offered. Other cash prizes are offered in the national contest, and in addition, Northern California Branch of the League of Nations Association is offering \$10 for the best paper submitted in this area, with second and third prizes of \$7.50 and \$5.

Last year 1020 high schools participated in the examination. Further information may be obtained from League of Nations

Association at 8 West 40th Street, New York City, or the Northern California Branch office at 68 Post Street, San Francisco.

\* \* \*

Paul E. Stewart, formerly superintendent of schools of Santa Barbara, and Mrs. Stewart, who have been living in Collierville, Tennessee, have returned to California and are making their home in Santa Barbara. Since leaving California Mr. Stewart has graduated from University of Memphis Law School and has been admitted to the bar in Tennessee.

\* \* \*

### Social Studies

**S**Ocial Studies, and the American Way of Life, by Wrightstone and Campbell, is a stimulating new volume of 300 pages in the Basic Social Education Teachers Series published by Row, Peterson and Company.

The interpretations constitute basic essentials rather than a maximum program. The book is for use as a day-by-day guide in the planning by teacher and pupils of the social studies work. Life situations are abundantly utilized.

## POWERS NEUNER BRUNER BRADLEY OUR WORLD AND SCIENCE

Makes science real by citing everyday experience and familiar comparisons. Text, experiment and a wealth of pictures are interwoven into a unity which makes the book unusually teachable.

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**A Single-Volume  
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Answers the "What,"  
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Stresses each pupil's  
own opportunities for  
observation, measure-  
ment, and experimenta-  
tion and his application  
of scientific methods.



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## CLASSROOM TEACHERS

### CLASSROOM TEACHERS DEPARTMENT, CTA BAY SECTION

*Mrs. Eleanor D. Nelson, President; Teacher, Union High School, Vacaville, Solano County*

**S**INCE the large membership of California Teachers Association requires that business be conducted through representatives, many members do not realize that the representatives are deeply conscious of their responsibilities. Permit me to remind all teachers that it is the sincere desire of the members of the Bay Section Classroom Department to represent and to carry out the wishes of their constituents. In order to know more accurately just what the members want, the Classroom Department plans to conduct a survey this spring to ascertain what additional services members may wish and what suggestions they may have concerning extension or variation of present services.

Following the survey, the results will be tabulated and the Classroom Department pledges itself to make a sincere attempt to bring about changes desired by any significant number of teachers.

California Teachers Association has accomplished much for teachers and for education in California. It is hoped that the proposed survey will still further extend the services of the Association and make members aware of the sincere desire of their organization to be of real and vital service to them.

One who attends the meetings of California Teachers Association can not help being impressed by the vigilance, the foresight, and the comprehensiveness of its activities. The Association is already acting to obtain recognition by boards of education of the rising cost-of-living and the necessity of adapting teacher incomes to meet the decreased purchasing power of the dollar. This spring there will be placed in the hands of every school board in California data to show what changes in salaries will be necessary to maintain buying power.

In anticipation of the suggested shorter school year and the resulting

increased leisure for many children, the Association already has committees at work. What can be done during vacation periods for children who come from families in which both parents are away from home working in defense industries?

Many and varied are the problems facing education. Will the teachers send to the Classroom Department representatives from their districts or to the Department officers any suggestions for further and better services that their Association might give in helping to solve their problems?

#### Officers

See Directory, page 1 of this issue.

#### Executive Board

Alameda County: Mrs. Agnes W. Dutcher, Livermore.

Alameda City: Mrs. Salome W. Cose.

Berkeley: Robert S. Stewart.

Oakland: Lolita Peterson.

Contra Costa County: Mrs. Grace Gehringer, Oakley.

Lake County: Agnes Combs, Lakeport.

Marin County (including San Rafael): Mary A. McCurdy, Mill Valley.

Napa County: Mrs. Helen Von Garden, Angwin.

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San Mateo County: Mrs. Anne D. Loushin, Menlo Park.

*Eleanor D. Nelson, President*



Santa Clara County (including San Jose City): Mrs. Edna R. Davey, Palo Alto.

Solano County (including Vallejo): Mrs. Eleanor D. Nelson, Vacaville.

Sonoma County: Lucile Cunningham, Geyersville.

Stanislaus County (including Modesto City): Bernice Cavanagh, Modesto.

Tuolumne County: Irene Parli, Sonora.

**B**AY SECTION Classroom Department is planning to send at least two delegates to the NEA Regional Conference in Salt Lake.

Wilbur Raisner, Regional Director, has announced that the theme of the conference will be The Classroom Teacher and the Public Relations Program. Under this general head there will be separate discussions on the subjects of teacher-teacher relationships, teacher-pupil relations, teacher-parent relations, and teacher-community relations.

A panel discussion by Utah teachers will be a feature on one of the programs.

A large representation from the Bay Section Classroom Department attended the luncheon for Classroom teachers in the Gold Room at the Fairmont Hotel on February 25, during the convention of the American Association of School Administrators.

\* \* \*

#### Acalanes Can Spell

**A**SCHOOL-WIDE informal testing program at Acalanes Union High School, Contra Costa County, conducted in advisory groups showed that spelling, while not mastered by all students, is far from a lost art. The five tests of 20 words each were selected from Buckingham Extension of Ayre's Spelling Scale. The school average on the tests varied from 85 to 95%, with a total average of 91%. Of 2086 papers submitted, 963 were perfect. Two-thirds of the papers contained one or less errors. Three papers were submitted in which none of the words were correctly spelled.

Students whose spelling was consistently inferior have been singled out for further instruction in spelling.

The fact that advisory groups are formed at Acalanes on the basis of having students advised by teachers who are best informed in the area in which the student is most likely to make his livelihood, gives interest to the relative standings of the various advisories. The students grouped with an English teacher ranked first with an average of 97%, followed by chemistry and foreign language sections. The groups meeting with shop and boys physical education instructors placed last with average scores of 86%. T. Stanley Warburton is district superintendent.

# SELLING DEFENSE STAMPS

AMERICA ON GUARD IN A FIRST GRADE

*Florence Shapero, High First Grade, Columbus School, Berkeley*

**I**N BERKELEY the social studies in the First Grade is a study of the Community in which the children live. The services rendered by the policemen, firemen, postmen, and others are discussed. Many interesting facts about our city life are uncovered.

During one of these discussions the suggestion was made that we make our classroom into a little city. The children decided that the first aisle would be First Street and so on down the rows. The aisle on the west side became West Avenue and the corresponding one across the room was named East Avenue. The desks were numbered and the children pretend that they are houses.

During our art period cardboard boxes about the size of mail-boxes were covered with black paper and fastened on the desks with mending tape. These serve nicely to receive the occupant's mail.

The Sixth Grade kindly made us several sets of patterns for letters of different sizes. From these the class traced and cut out all the letters needed for our street and other signs. Street lamps were made from round mush-boxes.

## Post Office Visit

We are fortunate in having a branch post-office just two blocks from our school. So, bright and early one Tuesday morning we started out on a tour of inspection. The superintendent was expecting us and received the children cordially. They were very interested in seeing what happened to a letter after it was dropped into the chute. This visit to the post-office proved most worth while.

On our arrival back at school the class decided that our city, which had been named Little Town, must have a post-office. They thought that orange-boxes would be just the thing

for the walls. At noon the father of a little Chinese boy in the class brought us a load of boxes in his truck. The children were very grateful for this kind and prompt response.

The orange-boxes were covered with wrapping-paper and a roof of paper added. The post-office is large enough for anyone to stand up in it.

It was decided that we would supply our school with stamps and post-cards; Teacher having agreed to advance the money for the initial investment.

It was at this point that our great opportunity to serve Uncle Sam presented itself. The real post-office was selling defense stamps — could we? A committee of children consulted with Mr. Baxter, our principal, and he heartily approved the idea.

## We Buy Stamps

Another trip to the post-office was made to buy our first ten defense stamps. These were resold so quickly that we had to start buying 50 at a time. In our first four weeks we sold 400 stamps — \$100 for our defense program. By February 1, 1942, our sales had reached the 1,400 mark.

One-minute speakers from our class were sent to all the rooms in the school. The speakers said that our post-office would be open at all recesses to sell defense stamps to anyone desiring to buy them.

The children take turns each day serving as post-master. From this experience they acquire a knowledge of our money and simple problems in arithmetic.

Their reading vocabulary has been increased as they have become familiar with the words on our signs and the beautiful defense posters obtained from the Chamber of Commerce.

Thrift is encouraged because once their defense-savings books are started, the children strive to get them filled

so that they can exchange them for defense bonds.

Some of the children have started to bring in foreign stamps and so we are starting an exhibit of stamps of all nations as a side attraction.

The project fits in beautifully with every phase of our educational program, but above all else the children of my class and others throughout the school are happy in the knowledge that they are playing their part in America's defense program.

## Up-to-date Social Studies Texts

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### The American People\*

1942 Edition

Challenging presentation of American history. . . Helps students to understand and appreciate our Democracy.

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### Your Government, Today and Tomorrow\*

Stimulating, functional introduction to the principles and underlying structure of our government.

BOHLMAN & BOHLMAN

### Our Economic Problems\*

Gives students a real understanding of how our economic system functions and how it affects their lives.

O'ROURKE

### Our Democracy and Its Problems\*

Economic, sociological, and political problems presented in terms of students' own experience. . . Ready this Spring.

\* Heath's Correlated Social Studies

**D. C. HEATH  
AND COMPANY**

San Francisco

## As I See It

Kenneth E. Nevins, Paradise School,  
Butte County

Dear Mr. Editor:

**I** WANT to tell  
You about David. He  
Was a ragged little  
Individualist from the "Dust  
Bowl" when I got  
Him four years ago.  
Now I like children  
And it is natural  
For me to tease,  
And josh, and cut  
Up with them —  
Even if they do  
Sometimes take advantage of  
Me. I am naturally  
Of a rather cynical  
Turn, and if it  
Weren't for my school  
Children, I would probably  
Be too narrow and  
Hidebound for my wife  
To live with. But  
Children are such cheerful  
People. Regardless of their  
Backgrounds, they do not  
Prattle of yesterday. Their  
Interests are all of  
Today and the Tomorrows.

But David was different.  
I couldn't seem to  
Appeal to him. He  
Was suspicious of today



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**WEBSTER'S NEW INTERNATIONAL  
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And doubted if the  
Tomorrow could be  
Worth while. Well, Mr.  
Editor, I didn't teach  
Him very much that  
Year. He wasn't interested.  
He always chose the  
Easiest thing to do,  
And it was slovenly  
Done. I used to  
Glance at him slouched  
On his shoulder-blades  
And think that he  
Had no backbone, just  
A wishbone and a  
Funny bone — And  
What he wished for  
Was someone's discomfort,  
And that was funny  
Too. But as the  
Year went by, his  
Attitude did seem to  
Improve a little and  
I flattered myself that  
He was beginning to  
Like me. I promoted  
Him at the end  
Of the year because  
I felt that failure  
Had been too prevalent  
In his past life —  
Although I'm sure the  
Sixth grade teacher felt  
That I just wanted  
To get rid of  
Him.  
He was more cheerful  
In the sixth grade  
And the children seemed  
To like him better.  
But he wasn't a  
Student. His teacher said  
That to him the  
Three R's meant only  
Rowdying, raslin, and  
Roughhouse. I watched him  
Closely and I must  
Admit that the only  
Outstanding thing about  
Him was that although  
He only had a  
Four-foot wing-spread,  
He could walk up  
A six-foot stairway  
And wipe his dirty  
Hands on both walls.

The next year I  
Taught in the eighth grade  
And David was in  
The seventh. I remember  
His teacher saying that  
He didn't know anything,  
But she thought he  
Would be better off  
In the seventh. Now  
I think she was  
Right, and I think

She thought she was  
Right, but I can  
Still see the sly  
Grin she had when  
She looked at me  
And said it.

I noticed a great  
Improvement in David this  
Year. He was quite  
Cheerful and happy and  
He wasn't the worst  
Student anymore. He was  
Just almost the worst.  
His teacher tried to  
Find something that  
Really interested him. After  
Two months, he announced  
In teachers meeting that  
He had found three  
Things that David had  
Consistently liked, for  
Those two months.  
Ubelievably we asked him  
What. "Well," his teacher  
Said, "David likes girls,  
He likes to eat,  
And he likes to  
Deny that he likes  
Girls."

Well Mr. Editor, we  
Teachers laughed but we  
Also felt a little  
Let down, for we  
Had really hoped for  
Something in David's favor.  
Just then I glanced  
At our Principal, a  
Fine old gentleman who  
Had straightened us each  
Out on many occasions,  
And I noticed a rather  
Quizzical look in his  
Eyes. "That's fine," he  
Said. "Now we're getting  
Somewhere. David is showing  
The normal reactions of  
A seventh grade boy."

The year went by.  
I could tease and  
Cut up with David  
And he would laugh  
And like it. True  
His play with me  
Sometimes was a little  
Embarrassing. For example —  
Our Principal was due  
To retire at the  
End of the term  
And I was ambitious  
For the position. Our  
Superintendent was over one  
Day and I was  
Talking it over with  
Him. I was doing  
Very well, too, when



David came rushing by,  
Pausing only long enough  
To break in on  
Our conversation. "Hey Mr.  
Nevins, have you ever  
Been plastered in Paris?"  
Well Mr. Editor, for  
The next minute the  
Silence was so big  
It bulged. The fact  
That I am Principal  
This year must be  
Due to our Superintendent  
Having an human and  
Understanding mind.

**S**O-O-O- we have a  
New eighth grade teacher  
This year. He was  
Reporting on the grade's  
Progress recently. He said,  
"We elected class officers  
Today. David is President.  
He is only average  
As a student but  
He is a good  
Sport and a fine  
Boy. I think he  
Will be alright."  
Now Mr. Editor  
Our schools are full  
Of boys like David.  
Their minds are not  
The kind to acquire  
Great technical knowledge.  
Nor do they need it.  
Calculus is worth nothing  
To the small farmer.  
Latin probably never helped  
A lumberjack. And I  
Even suspect that too  
Much American History can  
Be more confusing than  
Enlightening to the average.  
For I can think  
Of a lot of  
Isms which have become  
Wasims in the last  
Thirty years.

These Davids are important  
The Good Lord must  
Have liked them best —  
He gave us so  
Many of them. They  
Are the backbone of  
Any civilization. Let's teach  
First, correct attitudes toward  
Their fellow men. Then  
Let's give them the  
Tools of learning. Then  
Let's give them knowledge  
That will help them  
In the struggle of  
Life. Then let's provide  
Them with opportunity to  
Advance as far as

Their ability will permit.  
Then let us cease  
To worry about our  
Civilization and what may  
Happen to the American  
Way of life.  
Every time I pick  
Up a newspaper, these  
Days, I'm proud of  
What Mr. Average American  
Is doing. He is  
A common person and  
He comes of common  
Stock, and I say,  
"He is grand." After  
All he who serves  
His country well, has  
No need of ancestors.  
Now when people often  
Ask what the school  
Is doing toward defense,  
I think of David  
And I say, "We  
Are making Americans for  
The greater America which  
Will be theirs."

**N**OW Mr. Editor,  
I have many things  
In common with David.  
For example I like  
Girls. I guess I  
Come by it naturally —

You see my Mother  
Was a girl — and  
So was my sister,  
Anyway I hope that  
Someday you will let  
Me tell you about  
Ruth.

\* \* \*

### Stephen Foster

*Stephen Foster and His Little Dog Tray*

**O**PAL Wheeler is the author of a story of the life of Stephen Collins Foster. She has used the life of the composer of many of America's famous folk-songs to tell the story of a boy who became noted in the annals of American music.

Seldom do our children have an opportunity of reading in combination a biography and the description of how simple yet widely-known folk-songs have been written. In addition to the stories, the words and music of several of Stephen Collins Foster's Songs are used to increase the interest. The book is beautifully illustrated with original drawings by Mary Greenwalt.

E. P. Dutton & Co. are the publishers; price, \$2. This book should be a welcome addition to the library of every California school.

## *If We Lose the Present Struggle All Our Civilization Will Vanish*

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It's more important than ever therefore that children should have a full appreciation of American standards of living. But they cannot have this appreciation without a comparison of ways of living in other times and other countries. Only in this way can they realize how long our civilization has been growing and how long it would take to *rebuild* it, if it were once lost. The book which will help children to this realization is:

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# OUR CALIFORNIA

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HISTORICAL CALIFORNIA

*Henrietta Holland, Teacher, Roosevelt School, San Bernardino*

## ACT 1

### Scene 1

A Spanish ranch house late one night. Senorita Juanita and Senor Rodriguez, a young Spanish couple, are returning home one night after having a good time at the Fiesta. Clock (boy strikes triangle) strikes 12 as they enter.

Senorita: Oh, I had such a good time at the Fiesta tonight.

Senor: Yes, wasn't the dancing grand?

Senorita: Especially the dance that Senorita Dumas did.

Senor: Can you do it?

Senorita: I don't know, but I can try.

She does a dance to "Le Tamborin."

Victor Record. Dance:

1. Shake tamborine 4 times.
2. Turn, stamp, stamp (right) twice.
3. Turn, stamp, stamp (left) twice.
4. Two steps right, two left.
- 5 Repeat steps 2, 3.

Senorita: Now, I've danced for you. You sing for me.

Senor: All right, what shall I sing?

Senorita: Carmen Carmela.

He sings Carmen Carmela, p. 136 Tunes and Harmonies.

Senorita: Let's sing "Juanita."

He sings "Juanita," and she joins him on the chorus.

Clock strikes 3 o'clock and roosters crow backstage. Senor and Senorita jump up.

Senor: My, it's getting late. I must be going. I must take hides to Monterey tomorrow.

Senorita: Good-night.

Senor: Good-night.

### Scene 2

At the hacienda the next morning. Roosters are crowing, and Senora Margarita is getting up, preparing breakfast. Roosters continue crowing.

Senora Margarita: Oh, my, I guess I

might as well quit and feed those chickens.

She feeds the chickens. They come out on porch of hacienda, making a great noise. One bothersome rooster climbs up on the raw-hide chair and crows in her ear. She becomes furious, gets the broom and chases the chickens off the porch. Senor Jose comes in to breakfast.

Senor Jose: Good-morning.

Senora: Good-morning.

Senor: Where's Juanita?

Senora: Oh, that rapsallion of a Rodriguez kept her out late at the Fiesta last night.

Senor: (indulgently) Well, I used to stay late at the Fiesta myself.

Senora: Well, she doesn't need to stay so late.

Senor: Oh, she'll live all right. I did.

They finish breakfast.

Senor: I must be starting on my way with the hides.

Senora: Well, be careful.

Senor: I will.

Pedro the hired man enters.

Pedro: Senor, your horse is ready.

Senor: Good-bye.

Senora: Good-bye.

Senorita Juanita enters some time later for breakfast.

Senora: Well, good-morning, it's about time you were getting up. Why did you have to stay so late at the Fiesta?

Senorita: Oh, Mother, I was having such a good time, and I learned the nicest dance. Would you like to see me do it?

Senora: Yes, but you don't have to stay so late to learn a dance, do you?

Senorita Juanita does the new dance for her mother.

Senora: That was nice, but now we must eat and be getting on with our work.

Senorita: Yes, Mother. I'll feed the birds.

Senora: And I'll begin the churning.

## ACT 2

### Scene 1

Sutter's Fort, 1848. Sutter and his men are working around the Fort.

Sutter: It's getting pretty lonesome around here. I wish something would happen.

One of the Men: Pooh, what's going to happen?

Marshall: You never can tell.

Sutter: Well, let's be getting to work if we're going to get our logs cut.

Men go off to work. Marshall lingers behind, looking in the tail-race of the mill. Suddenly he picks up a rock, examines it, and goes rushing up to the men who are at work.

Marshall: Look!

Men examine the rocks.

Sutter: That looks like gold.

One Man: That is gold.

Marshall: I wonder, I wonder if it could be.

Grapevine telegraph forms quickly and spreads news of discovery of gold. Housewives, working-men, and others tell each other of the news. Finally the last person in the chain tells the people in the covered wagons, who respond:

Emigrants: Come on, boys, let's go.

Emigrants travel in wagons across plains, from door to stage. As they come, emigrants sing, O Susanna—which soon turns to Oh, California, sung to banjo accompaniment.

### Scene 3

Sutter's Fort, 1849. Emigrants are coming into Sutter's Fort. Men are cradling gold near the saw mill.

Sutter: Look!

Marshall: I told you something would happen.

Sutter is weeping.

Marshall: What is the matter, Sutter? Why are you crying?

Sutter: I'm so happy.

Emigrants enter, and receive a noisy welcome.

Sutter: Come on, folks, welcome to our fort. Ching Ching, get us some supper.

Ching Ching soon returns, ringing a pan with a spoon, saying,

Ching Ching: Dinnah leady, dinnah leady.

They all wash and prepare to eat.

Sutter: Some of us will have to sit on the porch. There aren't enough chairs.

They eat, sitting around on the porch.

Madge: These flowers smell good after the dusty plains.

Sutter: We haven't heard any stories for a long time. Tell us some stories about when you were crossing the plains.

Ebenezer: Tells a long story of loss and suffering.

Sutter (looking toward Clem, who has been looking very sad): You, old timer, what's the matter with you? Why don't you tell us a story?

Clem (wiping his eyes): When we started, there were three in our wagon, my wife, Clementine, and I. But on the way my wife died, so that just leaves Clementine and me.

Sutter: That's too bad. Come on, folks, let's cheer up and do some dancing. We haven't danced for a long time.

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*Emigrants:* Neither have we. Let's dance the Virginia Reel.

*Sutter:* Come on, old timer, you'll have to dance with me. There aren't enough women.

*They dance the Virginia Reel to the tune of Turkey in the Straw.*

*Sutter:* Let's dance Pop Goes the Weasel. (Singing as they dance.)

Dance: 4 steps forward (All around the vinegar jug).

4 steps back (The monkey chased the weasel).

Step left, slap back right, bow — repeat on other foot. (The teacher pulled the stopper out).

Boys raise arms and girls whirl under (Pop, goes the weasel).

*Sutter:* There's lots to do tomorrow. Maybe we'd better be going to bed. It's pretty warm so we men can sleep on the porch.

*Clem:* And we have our beds in the covered wagons. We'll sleep there.

All say, "Goodnight," and soon snoring is heard.

### ACT 3

*Rooster crows, and Sutter rises sleepily.*

*Sutter:* That rooster wakes me up every morning. Come, Ching Ching. Get breakfast ready.

*All rise and eat.*

*Clem:* Come on, folks, we'd better get started if we are going to look for gold.

*All depart. Clem and Clementine strike it rich in Cheapskate Mining Gulch. They come out, singing Clementine, accompanied by the old timers at the Fort. Clementine acts out the song. As they sing the second time, Clem and Clementine do an original dance:*

Step 1 — Step, slap, point, repeat

Step 2 — Repeat

Step 3 — Slap back, step, etc., 4 times

Step 4 — Step, brush, hop sideward 4

Step 5 — Repeat to other side

*Announcer:* More and more Spanish people came to California. And Americans, too. They were all under Spanish and later under Mexican rule. One day settlers raised the California Republic Flag. It flew for only two or three days, however. Then the flag of the United States was raised. All saluted, and sang, "America."

*All sing "America."*

*Finis*

\* \* \*

*Workbook for Psychology in Education*, by Sorenson and Lemon, comprises 185 loose-leaf pages, punched for binding. The lessons are based on Sorenson's text *Psychology in Education*; each lesson is arranged on three levels to fit individual differences. Published by McGraw-Hill Book Company, 330 West 42nd Street, New York City; price \$1.50.

### Manual of Standards

**M**ANUAL OF STANDARDS, a 64-page booklet containing information on how to judge the reliability of a correspondence school, is issued by National Home Study Council.

This booklet is of interest to high school principals, teachers and vocational advisors, who desire to be of assistance to their graduating students and others in choosing reputable home-study schools. It contains a list of approved correspondence schools.

A copy of this valuable publication will

be sent, without cost, to anyone requesting same from National Home Study Council, 839 17th Street, N. W., Washington, D. C.

\* \* \*

*Scouting in the Schools*, a manual of practical procedures related to scout activity and cooperative relationships, an illustrated pamphlet of 96 pages, is issued by Committee on Scouting in the Schools, 2 Park Avenue, New York City. Dr. John A. Sexson of Pasadena is a member of this national committee. The bulletin is of great practical use to all interested in this important field.

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**E**IGHTH California Conservation Week, March 7-14, is sponsored by California Conservation Council of which Pearl Chase is president, 209 E. Canon Perdido, Santa Barbara. This great week is observed throughout California schools and by organizations, societies and associations. California leads the nation in its progressive and far-sighted conservation policies. Miss Chase is internationally known as a leader in this all-important field.

### Your Income Tax

Certain Rules of U. S. Bureau of Internal Revenue Affecting Teachers Income Reports.  
See also January, 1942, issue, Page 19.

From a bulletin issued by NEA Research Division, January, 1942

**B**ELOW are listed rulings of Bureau of Internal Revenue with respect to deductions allowed teachers from gross income for the purpose of federal income taxation. These rulings are published in the bulletins of Bureau of Internal Revenue and serve as models for those in similar circumstances.

Several of the rulings, made prior to the time when public school teachers were required to pay federal income taxes, were made with reference to college or private-school teachers who have always paid income taxes. They are listed here because rulings on the occupation of teaching will apply regardless of whether the teacher is employed in a private or public school, college or elementary school. The numbers in parentheses after each ruling are the references.

1. Dues paid by teachers to professional societies, the price of their subscriptions to educational journals connected with their profession, and traveling expenses including railroad fares and meals and lodging, incurred in attending teachers' conventions in the U. S. if they are not reimbursed for such expenses, are deductible from the compensation received by them as teachers in determining net income for federal income tax purposes. Records of such expenditures should be kept to substantiate the

deductions claimed. (I.T. 3448, C.B. 6, Feb., 1941.)

2. The expenses of school teachers in attending summer school are in the nature of personal expenses incurred in advancing their education and are not deductible. (O.D. 892, 4 C.B. 209.)

3. Traveling expenses incurred by teachers on sabbatical leave, who receive compensation while engaged in the required traveling and who must report relative to their travels, are deductible. (I.T. 3380, 1940—28—10278.)

4. Where a substitute teacher is employed in lieu of a regular teacher in the public schools of the District of Columbia and the latter pays the substitute on a per diem basis, the amount paid by the regular teacher constitutes a proper deduction as an ordinary and necessary business expense. (I.T. 2973, C.B. June, 1936, p. 89.)

5. The following items in connection with research work of a teacher in a college, for which he receives no remuneration on account thereof, are not personal expenses: (1) Expenditures in connection with the publications of the results of investigation, such as plates and figures for illustrative purposes; (2) depreciation on books and instruments purchased for use in research work; and (3) expenses incurred when traveling for the purpose of attending meetings of scientific societies. Expenditures (2) and (3) are deductible from gross income. Expenditure (1) may or may not be deductible depending upon whether such expenses are ordinary and necessary or constitute capital expenditure. (G.C.M. 11654, C.B. June, 1933, p. 250. I.T. 2688, C.B. June, 1933, p. 251, revoking I.T. 1520 Dec., 1922.)

6. Railroad fare expended by a member of the faculty of a university in traveling from his place of regular employment to his place of temporary employment at a summer school is a deductible business expense. (G.C.M. 10915, C.B. Dec., 1932), p. 245. I.T. 26401, C.B. Dec., 1932, p. 246, revoking I.T. 1238.)

7. The amount expended by a university professor, for traveling expenses, including meals and lodging, while rendering professional services elsewhere than in the city in which he maintained his home, is deductible in computing net income. (I.T. 2481, C.B. Dec., 1929, p. 291.)

8. Retirement annuities are subject to the rule of section 22 (b) (2) if the employees made contributions toward the purchase of the annuities. (I.T. 3346, 1940—6—10165.)

9. When a beneficiary receives any part of the amount standing to credit of decedent, whether employee or annuitant at time of death, sum is exempt from federal taxation under section 22 (b) (3) relating to gifts, bequests, and devises.

10. Pensions are distinguished from annuities in G.C.M. 14593, XIV—1 C.B. 50. Pensions are considered compensation for past services and are taxable.

### Business Educators

**N**INTH Annual Conference of California Business Educators Association will be held at Polytechnic High School Los Angeles, March 28.

This Association is composed of teachers of business subjects in high schools, junior colleges and universities. Officers are:

R. P. Meairs, president, Huntington Beach High School.

Maribel Shimmmin, vice-president, Sequoia High School.

Emma Laura Cooper, secretary, Huntington Beach High School.

Dr. R. E. Berry, treasurer, Chaffey Junior College.

Dr. Ira Kibby, chief, Bureau of Business Education.

The eight Sections with their presidents follow:

Southern, W. J. Worthington, Inglewood High School.

Los Angeles, Fred Wesson, Fairfax High School.

San Diego, Florence Lormer, Vocational High School.

Bay, Harry C. Eckhoff, Fremont High School, Oakland.

Northern, G. Dale Miller, Woodland High School.

North Coast, George M. Jamieson, Eureka Senior High School.

Central, H. G. White, Modesto High School.

Central Coast, A. Gaylord Wilson, San Luis Obispo Junior College.

\* \* \*

California elementary school principals will find of interest and value the bulletins published by New York State Association of Elementary Principals. These excellent bulletins are the product of thorough, modern group study. Titles include,—visual aids, 50 cents; daily program, 40 cents; reporting to parents, 50 cents; the principal's appraisal of his school, 40 cents; social economic interests of children, 50 cents. Address orders to Charles E. Flinn, 1152 Harrison Street, Watertown, New York.

A complete set of these 5 bulletins at a special price of \$1.50, if check or money-order accompanies your order.

\* \* \*

### Father Hubbard Films

**E**DUCATIOnAL Films (16 mm with sound) sponsored by Father Hubbard, world-famous explorer, University of Santa Clara, are now available on a rental basis. Anyone interested may obtain from University of Santa Clara a 16-page, illustrated catalog listing many scores of films and covering all parts of the world.

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## Keppel in Defense

**T**HE Legislative Council of Mark Keppel High School in Alhambra, Los Angeles County, has made an effort to unite the student-body in a concerted effort to save for defense.

The Council desired to emphasize the great importance of having each student do his small bit for the present emergency.

A pledge with 20 items pertaining to school activities was drawn up. These items were divided into the two major headings of Conserving Materials and Conserving Manpower.

### The Pledge

I pledge myself to aid Mark Keppel's saving for defense.

A. I will cooperate in conserving materials by:

1. Closing doors to save heat.
2. Adjusting window-shades to save electricity.
3. Being careful of soap and paper-towels in the lavatory to save these materials.
4. Taking better care of my present clothes to save materials.
5. Saving all pieces of old metal.
6. Using less paper, pencils and ink in school.
7. Getting to class on time to save paper on tardy slips.
8. Eating all my food and throwing nothing away, to help conserve food.
9. Returning my cold drink bottles to canteen to save glass.
10. Walking whenever possible to conserve gasoline.
11. Driving carefully to conserve rubber.
12. Saving and reusing paper-bags to conserve paper.

B. I will aid to conserve man power by:

1. Cooperating in all blackouts to conserve man power.
2. Picking up lunch-bags to conserve custodian service.
3. Not throwing gum in drinking-fountains to conserve custodian service.
4. Picking up my tray in cafeteria to conserve workers.
5. Putting apple-cores and candy-wrappings in trash-cans to save custodian service.

C. I will further cooperate with the defense effort by:

1. Buying defense stamps whenever possible.
2. Being sure that when passing on information about the war it's true.

Signatures.

Only those students who sincerely believed they could pledge themselves to continued cooperation in this matter were asked to sign the pledge. For their loyal support students were given a small tag with the slogan "Keppel Kan Konserve, Kan you?"

The entire student-body received this pledge with enthusiasm. It seemed to give to each individual a feeling that he was doing something in everyday school life which would help in the present emergency. The signed pledge was posted on the bulletin board in each classroom.

Janet M. Watson, Girls' Vice Principal, is adviser to the group; for further information write her office. Lawrence B. White is principal and George E. Bettinger, superintendent of schools.

*Our Economic Problems*, by Herbert and Edna Bohlman, is another in Heath's Co-related Social Studies Series. This new high school text, the result of a decade of experimentation under actual class conditions, comprises nearly 600 pages with many illustrations; is published by D. C. Heath and Company; price \$2.

A special feature is functional organization centered around the buying and selling of goods and services. The government's work in dealing with each economic problem is emphasized. The units are based on significant experiences which the student can understand.

## Change of Address

**I**F your name and address as printed on the wrapper for Sierra Educational News is not correct, please send a postcard at once to California Teachers Association, 155 Sansome St., San Francisco.

When you change your address, please let us know. In sending in change of address, please list old address as well as the new one.

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**AT ALL DRUG STORES**

## FOLK-SONGS IN THE MAKING

Marian Gregg, Principal, Luther Burbank Elementary School, Santa Rosa,  
Sonoma County

**M**ANY books have been written on the subject of Children and how they Learn! I wish some nice person, who really loves little children, would write a book on the things children learn of their own volition in that child-world that often lies beyond the comprehension of parents and teachers.

Take jump-rope rhymes\* for instance. Every little girl from Maine to Oregon knows them, but where do they come from and who invents them?

Just let Spring make a few dry spots on any schoolground in the United States and a jump-rope will appear!

I have been tempted at times to follow up the ropes themselves. I would place them near the top of the child's list of valuable possessions. A certain little girl in our school whose clothes were a hodge-podge, and whose hair never had been thoroughly combed, who never could bring cookies for the

party, or a nickel for the Red Cross, did possess a most adequate jump-rope. This valuable object gave Mary a social prestige among her fellows that must have been Balm of Gilead upon her troubled spirit.

The rhymes used in these jump-rope games belong strictly to the little girls. No one but a child could invent such rhythms as these.

Charles Chaplin went to France  
To teach the ladies how to dance;  
First the heel, then the toe,  
Round and round and round we go.

Bow to the queen  
Salute to the king,  
Turn your back to the submarine.

Teddy Bear, Teddy Bear, turn around,  
Teddy Bear, Teddy Bear, touch the ground  
Teddy Bear, Teddy Bear, tie your shoe,  
Teddy Bear, Teddy Bear, that will do.

The mystery of them lies in the fact that they are known from coast to coast. Little girls in every state in the union chant them in perfect rhythm with their jumping feet.

Mabel, Mabel, set the table,

Don't forget the vinegar, salt and red hot pepper.

Room for rent, inquire within,  
When I move out, you move in.

These rhymes travel as folk-songs have always traveled among people who, for one reason or another, do not depend upon the printed page.

Little pupils from other states carry jump-rope rhymes with them to the new school. They learn the ones their newly-found classmates are chanting, and contribute the ones they learned in South Carolina or New Mexico. The new rhymes are eagerly accepted. Soon the whole line of jump-rope addicts are gayly singing

Grace, Grace, dressed in lace,  
Went upstairs to powder her face.  
How many boxes did she use?  
1 ? 2 ? 3 ? . (etc.)

No time is spent in learning the rhyme, or in having the rhythm tapped out for them as though it were a lesson. It becomes a part of them the minute they hear it. That is the way things should be learned. When will we as teachers pass through the open door of childhood realities, and let the children learn the things they need to know?

Spanish Dancer came to town,  
Spanish Dancer turn around,  
Spanish Dancer touch the ground.

These little mites realize how much out of step with life we are. They even laugh at us and our blundering as their little feet tap out a dancing cadence that is as accurate and natural as the beat of a pulse, or the chant of the waves, or the melodious swing of the constellations.

Here comes the teacher with a great, big stick,

Now get ready for Arithmetic.  
One and one are two,  
Two and two are four;

Now get ready for spelling:  
C-A-T spells cat;  
R-A-T spells rat;

Now get ready for History;  
George Washington was brave,  
George Washington was true;

Ding-a-ling-a-ling  
Ding-a-ling-a-ling  
That was the bell for recess.

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Educational Tours, also Field Trips, connected with the Nature Work, are features of the school.

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*"Wisdom is knowing what to do. Skill is knowing how to do it. Virtue is doing it."*

\* Mrs. Gregg contributed an excellent article similar to this one to Christian Science Monitor, September 27, 1941.



## PUBLIC RELATIONS

### PUBLIC SCHOOLS WEEK: A RETROSPECT AND A CHALLENGE

*Edward H. Hurlbut, Director of Publicity, California Teachers Association*

**P**UBLIC Schools Week, precursor of American Education Week, was instituted in 1920 by Charles Albert Adams, then Grand Master of Masons in California. Mr. Adams, aside from his fraternal affiliation, had always been an outstanding friend and supporter of the public school system. He is a former member of the State Board of Education.

In that year a crisis confronted the California schools, as well as the schools of the nation. War service had stripped the teaching personnel, and there was a sharp lack of prospective teachers in the teacher training institutions. A public, occupied with other cares of those disturbed times, both during 1920 and before, seemed apathetic to the threat against the public schools, built up through the nation's history with so much of sacrifice and pioneering effort.

In our all-out effort in those years to make the world "safe for Democracy" we were becoming somewhat blinded to the fundamental of our bulwark of democracy at home: the public school system.

Here is the picture as Mr. Adams saw it in the early months of 1920:

#### The California Picture

There were 18,279 schools in the United States closed for the lack of teachers. There were 41,900 schools being taught by teachers "below standard." Out of 600,000 teachers, 200,000 had had less than four years training beyond the 8th grade; 150,000 of these teachers were under 21 years of age, and 65,000 were teaching on temporary permits.

At this same period in 1920 the California State Department of Education had declared there was a shortage of not fewer than 1200 teachers and that 600 schools had been closed, mostly in the rural districts.

Of the general situation Mr. Adams at that time said:

"For many years, before my election as Grand Master of Masons in California, I had been publicly as well as privately expressing the opinion that it was not merely the privilege, but the duty of Masons, as such, to concern themselves with public questions and to take an active part in the formation and crystallization of a sound public opinion on vital questions that affected all of the people and that did not involve politics in the ordinary acceptance of that term.

"Public Schools Week in California was the result of a practical application of these views."

The first Public Schools Week began Monday, September 27, 1920. Meetings were held in all Masonic lodge rooms, to which were invited members, their families and friends while speakers called attention to the critical conditions confronting the schools.

#### The Movement Broadens

At that first and pioneer observance of Public Schools Week, in addition to focusing public attention to the condition of the schools, and especially the rural schools, a specific subject of vital interest to the California schools and to school teachers, was emphasized by speakers. This was Constitutional Amendment No. 16, on the November election ballot of that year, by which the public was asked to establish in the State Constitution a fixed amount of state funds for each pupil in average daily attendance in the elementary and secondary schools.

The amendment was carried and may justly be termed a landmark in the history of California education. School leaders everywhere throughout California gave full credit to the efforts in its behalf made by Masonic leaders and workers in that first and historic Public Schools Week.

But this great movement of an-



## Portrait of a Hero

**R**EADY to lay down his life if need be, this modest rodent serves science in the Lehn & Fink laboratories at Bloomfield, N. J.

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nually keeping parents and public generally informed of the work of the public schools was not destined to, nor was it ever intended that it should, remain under the fostering care of the Masonic fraternity.

So quickly did parents and the general public respond to the call, that within a few years the annual observance became a definitely fixed state-wide affair.

Powerfully contributing to this tremendous development in public interest in the annual week was the vast

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April 9 . . . . . Caribbean Music  
April 16 . . . . . Polynesian Music

### PAN-AMERICAN MUSIC

April 23 . . . . . South American Music  
April 30 . . . . . Central American Music  
May 7 . . . . . Spanish-Californian Music  
May 14 . . . . . Canadian Music  
May 21 . . . . . Review

★

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organization of the California Congress of Parents and Teachers and their subsidiary units. Throwing their strength into the common cause, the American Legion, Department of California, came forward with its prestige and its state-wide and community leadership.

Women's organizations, service clubs, Chambers of Commerce, agricultural and labor groups, official life—state, county and city—swung into line to develop what has now become a magnificent cooperative annual accomplishment. Bulwarking it all has been the loyal and enthusiastic work of the army of teachers themselves, the ones who are the actual contacts between the school and the parent; and thus through to the public at large.

The annual picture spreads over the entire State through the rural as well as the urban centers until it has become in fact a genuine community event, participated in by all elements of our population and citizenship.

*Last year more than a million persons either attended public meetings, usually in school auditoriums, or visited their neighborhood schools on "open house" days.*

As has been repeatedly stressed, this year affords the school people an even additional incentive for "keeping the schools front" in public good will. War demands are already making inroads on personnel; tax burdens are becoming increasingly heavier, with the inevitable reaction against the portion of the tax dollar used for school upkeep; the cost of living is steadily rising, which is beginning to pinch those, as teachers, on fixed income brackets, and especially the lower brackets. Readjustments may seem called for.

**T**HE schools have attained a high place in the public regard; the 23rd observance, beginning April 27, offers an exceptional opportunity, even a challenge, to teachers to do an even better part not only in maintaining an established prestige, but strengthening it.

This to the end that whatever prob-

lems arise in the school field there may be a continued reliance on public sympathy and support.

\* \* \*

## My Savings Book

*For Defense*

**A**N attractive coin-book, designed to stimulate young children to save small coins toward the purchase of Defense Savings Stamps, is being distributed without profit by Binney & Smith Company.

The book, cleverly illustrated in color and prepared to help elementary school boys and girls learn the value of money and a systematic method of saving, is sold at 10 cents a copy.

Copies of the book, *My Savings Book for Defense*, may be obtained from local school-supply houses or Binney & Smith Co., 544 Market Street, San Francisco.

\* \* \*

## The American Way

**I**ROQUOIS Publishing Company of Syracuse, New York, has issued a praiseworthy text for grades 6-12 and offering unusual enrichment in the social studies.

*The American Way*, by Southworth and Southworth, shows how the Republic of the United States of America has developed, what it stands for, what it gives to its people, and what the people owe to their government in return. Students are encouraged to discuss the text with their parents.

Comprising 260 pages, with illustrations and frontispiece in color, this very attractive new member of the Iroquois History Series, by the same authors, is worthy of wide usage throughout California and the entire nation.

Mr. H. E. Black, 1301 East Hermosa Drive, San Gabriel, is Pacific Coast representative of the Iroquois Publishing Company.

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Inyo County — \*Cartago, \*Death Valley Junction, \*Tecopa.

Los Angeles County — El Monte Elementary, Long Beach: Lafayette; Palos Verdes Estates, Pomona: Emerson Junior High, Lincoln; Redondo Elementary, Rosemead, Whittier Elementary, Wiseburn.

Orange County — Capistrano High, La Habra: Lincoln, Wilson; Orangethorpe, Seal Beach.

Riverside County — \*Eden, \*Ferndale.

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San Diego County — Campo, Cajon: Bostonia; Encinitas, Julian Union High, Lemon Grove, \*Lilac, Mountain Empire Union High, Orange Glen, San Diego City: Loma Portal, McKinley, Ocean Beach.

Santa Barbara County — Honda, Santa Barbara City: Administration, Jefferson; Vista del Mar.

Ventura — Montalvo, Ojai, Oxnard Elementary, Ventura Junior High.

### North Coast Section

Trinity County — County Superintendent Office, Island Mountain, Lewiston, Salt Creek, Stringtown Emergency.

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Mendocino County — Anderson, Indian Creek School, Bonita, Bridgeport, Calpella, Caspar, Central, Comptche, Dorrington, Leggett Valley, Hearst, Independence, Kaysen, Keene, La Rue, McDowell, Nokomis, Signal, Willits Union, Laytonville Elementary. Legett Valley High School, Mendocino Union High, Willits, Union High, Laytonville High, Ukiah Union High.

Humboldt County — County Superintendent Office, Alton, Arcata, Arcata Elementary, Banner, Blue Lake, Bridgeville, Bucksport, Centerville, Cutten, Eel Rock, Eureka Elementary, Eureka Junior High, Hoopa Valley Union, James, Prairie, Kneeland, Korbel, Little River, Loleta, McCann, McDairmid, Miranda, Morek, Oakdale.

Pepperwood, Price Creek, Rio Dell, Samoa, Scotia, Sequoia, Weott, Arcata Union High, Eureka Union High, Ferndale Union High, Fortuna Union High, South Fork Union High, Ferndale Elementary, Fortuna Elementary, Garberville Union, Grizzly Bluff. — Alma Thompson, Secretary, North Coast Section.

Bakersfield — Administrative Office, Hawthorne, Lowell, Roosevelt. — H. W. Kelly.

Kern County — Arvin, Arvin Federal Migratory, Aztec, Gephart, Lamont, Midway, Red Rock, Semi-Tropic, Wasco Union Elementary. — A. Ralph Brooding, Delano, Secretary-Treasurer, CTA Kern Division.

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Add Ahwahnee Sanatorium School (one-teacher).

### Northern Section

Biggs Union High School, Butte County, has been enrolled 100% throughout the past 12 years; L. W. Richards is principal.

Siskiyou Joint Union High School District—The 9 high schools comprising this district, with a teaching personnel of 80, are again enrolled 100%. The schools are: Butte Valley, Fort Jones, Happy Camp, McCloud, Mount Shasta, Tennant, Tule Lake, Weed and Yreka High Schools.—J. E. Hurley, District Superintendent, Yreka.

All Modoc County Schools are 100% enrolled. Mrs. Hallie M. Tierney, Alturas, is County Superintendent.

\* \* \*

### Teacher

An Outstanding Macmillan Book

**T**HE Macmillan Company has brought out an unusual and valuable book, *Teacher*, by L. John Nuttall Junior, superintendent of schools, Salt Lake City.

This well-painted panorama of *The Teacher* clearly depicts the influence of the teacher's personal life on the outcomes of the educative process. The problems of educational administration are significantly presented and the spirit is suggested in which solutions should be reached.

The book, full of episodes and rich in human interest, is in three parts,—professional phases, personal phases, and the future.

The closing words of the book are "... the strength of American civilization is maintained by Teacher, her fellows, and her successors."

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Teachers, you have a big advantage, because of your training and education. U. S. Government Positions pay \$1260 to \$2100 a year to start, with short hours and pleasant work.

America's gigantic war effort has necessitated the rapid expansion of Federal agencies. Consequently, thousands (more than ever before) of men and women are being hired each month through Civil Service examinations.

Prepare NOW!

Write Immediately to Franklin Institute, Dept. H225, Rochester, N. Y., for free thirty-two-page book with list of positions for teachers. You will get full particulars telling what to do to get appointment.

## CONSERVATION CONSCIOUS

Tillie N. Kruger, Plumas County Superintendent of Schools, Quincy

**B**ECAUSE this county is in Plumas National Forest, our school children will soon be turning their thoughts toward the Conservation program in its various forms. Children in this area realize that many of the conveniences their schools have are made possible through the Forest Reserve Fund.

When trees are mature they must be harvested like any other ripened product if waste is to be eliminated. In fact, if selective logging is practiced, cutting only trees that are 24 inches breast-high, 25 to 30% of the younger and smaller trees will mature for future logging.

The Forest Service sends timber cruisers through the woods, marking and estimating the amount of lumber in the ripened trees. Later timber sales are held.

The funds received by the Government are turned over to the county in which the timber is located. One-half of the money from the sales is used for roads and the other half is put in the Forest Reserve. A percentage of this is transferred to the Unapportioned County Fund and the rest is reserved to apportion to the districts in the forest that have a low assessed valuation.

### Real Experiences

Children have been made conservation conscious by extensive forest fires that leave great scars on the hills, by taking hunting and fishing trips, getting interested in fish hatcheries, looking over game refuges, spending vacations in areas where the Forest Service maintains clean, comfortable camp-grounds, going on hiking-trips along trails that lead to hidden lakes, and points where fossils, crystals, and petrified wood may be found.

Youth has been taught forest manners through Forestcraft clubs sponsored by our Supervisor. The Forestcrafters know how to report and corral a fire and understand the reason for fish and game laws.

Interest in wild life has made bird-and-small-animal conservationists out of boys who once took great delight in using them for "22" rifle targets.

In order that all children may feel they have a part in the observation of Conservation Week, awards are made in each grade, in every school, from the first to the 12th. An award is made in each school in every grade, so that children are in competition with those of their level.

Winning essays and posters in each division are sent to the office of the County Superintendent of Schools before a fixed date, where a committee decides the contest. In the county-wide competition a certificate of award is presented to each winner in first place, and ribbons are given to those winning out in second and third place.

Winners of the grand prize for the best essay and the best poster in the entire county are selected from the winners in grade competition.

### The Grand Prize

The grand prize varies; sometimes it is a gold medal; at other times the winners are taken by a Forest Ranger on a trip through the timber area; or a recording of their essay is sent around to the schools.

Starting at the Forest Service Headquarters the children are taken to a fire lookout station on one of the highest peaks. It is quite a thrill to climb a 40-foot tower to the glassed-in quarters of the fire lookout and go around the cat-walk and look down several thousand feet at the river and railroad below. They travel over logging-roads to the "Woods Camp" where the fallers are cutting down trees and the party hears for the first time the cry "Timber" as the trees crash to the ground.

They see the branches trimmed off, the logs bucked into lengths, watch a cat-skinner haul them down an almost perpendicular hill with a high-wheeled carrier, and hold their breath as they are loaded on a truck or flat car by a diesel shovel with a long boom.

After a picnic lunch they go to a mill to see the logs dumped into the pond where lumber-jacks and a sky-line send them up to the skid, where niggers place them on the carriage and dogs clamp them solidly into place as they go through the saws and come out boards that move on the chain-conveyor through the dipping-vat where the lumber is treated in a solution to prevent blueing; past the grader who puts on a symbol that tells the green-chain gang where the lumber is to be placed and then the lumber carrier turns it over to the pilers.

The pilers and green-chain gang who handle the freshly-cut lumber work on con-

tract and often make 15 and 20 dollars a day.

The lumber cut in a season in our area is about 150,000,000 board feet.

Adult education is not neglected. Sound-films are shown in all social, fraternal, and religious organizations and service clubs. Volunteer 10-minute men recruited from business and professional circles speak on all types of conservation. Sequoia, pine, cedar, maple, or oak seedlings are given away at many conservation meetings. These are furnished in the main by the experiment stations.

The Plumas Forest Service cooperates to make the Week a success. Their personnel of trained workers are on call at all times for talks on every phase of conservation.

The conservation of our national resources is another way we can help in the all-around-defense program. Our watchword for all time will be the one principle on which the National Forest Administration bases its work, "The Greatest Good to the Greatest Number of People in the Long Run."

This year every school has a continuous program of conserving essential and human and food resources as well as collecting all products for salvage. A car-load of paper is now ready for shipment.

**Y**OU might ask, "How do you finance your program?"

Our citizens feel that the care and protection of the forests, the conservation of fish and game are so vital to the welfare of the people, that for the past three years the service clubs join with the chambers of commerce in furnishing all the expense of the awards. They also take a big part in giving publicity to the program.

\* \* \*

### Desert Wild Flowers

**S**TANFORD UNIVERSITY Press has brought out a revised edition of the beautiful and authoritative book, *Desert Wild Flowers*, by Edmund C. Jaeger.

For a quarter century Dr. Jaeger has explored the deserts of the Southwest learning them intimately and recording their plant life with drawings of marvelous accuracy and detail.

The new edition is the most elaborate work ever published on the flora of the Southwestern deserts and is a complete guide to the flowers, trees, and shrubs.

The author, head of the department of zoology, Riverside Junior College, has written several other books dealing with the fauna and flora of the Southwest.

The second edition has 340 pages, profusely illustrated with line-drawings and photographs; price \$3.50.

### Marriage and Family

*Mills Summer Workshop in Marriage and the Family*

**M**ILLS College, at Oakland, announces a 6-week summer workshop June 29-August 8, in Marriage and the Family.

The workshop, open to men and women, is under general direction of Dr. Ray E. Baber, well-known authority in the field of education for marriage, and author of the text *Marriage and the Family*. Others who take part are Dr. Noel Keys, director of marriage education at University of California and president of Pacific Conference on Family Relations; and Dr. J. H. Furbay, who directs the marriage-and-family-living course at Mills.

The workshop will concern itself with making an extensive cooperative study of materials and methods of the field, including evaluations of available studies, personality tests, marriage—prediction techniques, and textbooks on the subject. The workshop is planned primarily for teachers and social workers who are concerned with courses or programs of education for marriage and family living, and carries graduate credit.

*Inquiries may be directed to Office of the Summer Session, Mills College, Oakland.*

\* \* \*

### Wyoming Summer School

*University of Wyoming, Laramie*

**T**HOSE who want to enter the teaching profession will find next year one of the most favorable in 20 years, says Dr. O. C. Schwiering, dean of the college of education and director of the summer school at University of Wyoming, Laramie.

The University summer school especially draws teachers. Students and those who want to teach, especially in the West, come to Laramie, largest town of its size at its altitude in the United States, from many states.

Here they get refresher and new courses, and visit Western ranches, fish in lakes and streams near mountain crests, go on excursions which include Yellowstone Park. The summer quarter, ten weeks, is split into two terms of five weeks each, the better to accommodate those who can spend but part of the summer at the University.

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### Oregon State College

**Corvallis, June 20 and July 25**

Home Economics, Industrial Arts, Vocational Education, Science, Secretarial Science, and other fields. Undergraduate and graduate work.

### University of Oregon

**Eugene, June 13 and July 18**

Art, English, Languages, Social Sciences, Education, Physical Education, Business Administration, and other fields. Undergraduate and graduate work.

### Portland Summer Session

**June 8 and July 13**

Representing College, University and colleges of education. Undergraduate and graduate courses. Metropolitan environment.

### Colleges of Education

**Monmouth, Ashland, La Grande**

**June 8 and July 13**

Art, Music, Education, English, Physical Education, Science and Social Science, centering on elementary-school field.

Also, at Institute of Marine Biology, Coos Bay, 6-week session specializing in marine botany and zoology, beginning June 15.

\* \* \* \*

Preliminary announcement containing general information on schools now ready.

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Oregon State System of Higher  
Education**

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### French Storybook

*French Storybook Grammar*, by Spink and Millis of University of Chicago Laboratory Schools, an excellent introductory course for junior high schools, is a simplified grammar for young students. The material is adapted to fit the child; no effort has been made to fit the child to the material. There are many illustrations full-page and smaller, maps of France, songs, supplementary readings, and helpful appendices. Published by Ginn and Company, 400 pages, price \$1.76.



## EDUCATION FOR A STRONG AMERICA

Burbank City Schools issued an attractive bulletin, now in its 10th volume. A recent, richly-illustrated issue features and interprets many phases of the Burbank program. Through the courtesy of Dr. Buel F. Enyeart, superintendent, we bring to the attention of California school-people a second group of illustrations; a previous group appeared in the February issue of this magazine.—Ed.

### Patterns

*Nora Katherine Boyle, Teacher, Francisco Junior High School, San Francisco*

**S**OMETIMES, as I stand near my classroom wall,  
I wonder, as patterns of sunshine fall —  
Now light, now shade — on each child in  
my class,  
What shadows will touch him as swift years  
pass?

That dark-eyed boy with his head low bent,  
So quietly busy and deep intent  
On deftly improving a neat drawn plan,  
What will he do when he is a man?  
Will he learn to balance a surgeon's knife  
That will ease a pain and rescue a life, —  
Or will his skill be spent in a dim lit room  
Adding up figures against the gloom?

That red-head imp with his foot thrust so,  
To trip the unwary who try to go  
For a pen-point new, or an extra book, —  
When school is done, will the cold world  
brook

That reckless spirit? Will it let him be  
A sailor bronzed by a sunlit sea, —  
A flier climbing the clouds of night,  
Or a bandit wounded in lowly flight?

That girl in blue, with her hair soft curled,  
What will she find in the outside world?  
Will she keep a home of her own alight,  
A place of laughter and candlelight, —  
Will hers be the heart to hold man's pace  
To the higher aims of an honored race,  
Or will the gold of her youth be coin to pay  
For the fleeting passions of each today?

Oh, what of the knowledge at my command  
Will help each to live, and to understand —  
To weave most wisely — though none may  
see

The intricate patterns of Destiny!

\* \* \*

Our *Changing Society*, its social, civic and economic problems, by Paul H. Landis, professor of sociology and dean of the Graduate School, Washington State College, a volume of 500 pages, published by Ginn and Company, has the major unifying theme that cause and effect predominate in human experience as in other fields — social problems arise from social conditions. It embodies the best modern thought in a praiseworthy text on the secondary school level; price \$1.76,



*A mid-morning nutritional program builds health for children*

*Elementary school pupils develop skill in arithmetic through continued practice*



*Junior high school boys cooperate in solving a scientific problem*



*Students study scaled aircraft wing in class after their day's work in an aircraft factory*





## We Make Stretchers

A San Diego City School

**J**OHN Adams Elementary School, 800 pupils, collected 150 pounds of aluminum and 15 pounds of copper. Hoover High School students melted it down for them and molded it into braces and metal rests for 12 stretchers which the Adams children wanted for any emergency.

"From student and faculty funds," said Edwin B. Tilton, principal, "the pupils purchased 24 mahogany poles, 2 inches square and 7 feet long, and 25 yards of heavy canvas.

"When metal, poles and canvas were put together, the pupils had 12 new, strong stretchers, ready for use if ever needed, and at a cost of less than \$33, all earned at school entertainments."

\* \* \*

## Speech Improvement

**E**LIZABETH E. KEPPIE, instructor in speech, Pasadena Junior College; Conrad F. Wedberg, state supervisor of corrective speech for Southern California; and Miriam Keslar, teacher, department of speech correction, Los Angeles City Schools, are co-authors of a textbook for teachers of primary grades entitled *Speech Improvement Through Choral Speaking*. This well-printed volume of 290 pages is issued by Expression Company, Boston.

Miss Keppie is already nationally-known for her professional books on choral verse speaking and the teaching of choric speech. The new book is dedicated to Pasadena verse-speaking choir.

Dr. M. Madilene Veverka, formerly director, elementary curriculum, Los Angeles City Schools, in the foreword, states that "the entire volume reflects teaching ability at all levels of child need and growth, with many types of classes and with a variety of materials. A world of lovely children's-verse is made available to the class."

Part 1 of the book deals with the movement and molding of sounds; part 2 with choral-speech practice.

\* \* \*

California Junior College Federation recently met in 2-day session, El Tejon Hotel, Bakersfield; a 7-page, mimeographed synopsis of important features of the meeting is available from the secretary-treasurer, Dr. George H. Geyer, Glendale Junior College. New president is Richard J. Werner of Salinas. John G. Howes, of Taft Junior College, continues for another year as vice-president.

Caxton Printers, of Caldwell, Idaho, have published an interesting book entitled *They Were Little Once*, by Mabel Ansley Murphy. Twenty-two incidents from the childhood of world-famous people are presented and give to the children an idea of the youth of such characters as George Washington, Alexander Hamilton, Thomas Jefferson, and other Great Americans. The girlhood of several famous women is portrayed. This is an interesting book for young readers.

\* \* \*

## Story of Kings County

**J.** L. BROWN of Hanford, Kings County, has presented to the reading public an interesting and instructive history of Kings County. The book is so written that it can be used by the students of any of the upper grades or high schools of the state.

Mr. Brown prepared his work at the request of Mr. Bethel Mellor, Deputy Superintendent of Schools of Kings County, and Mrs. Harriet Davids, Kings County Librarian. Exhaustive research was made. Various histories of California and newspaper articles were studied in preparing this history. After outlining the general work and getting all available material, Mr. Brown wrote it in an interesting and worthwhile manner.

His history describes the Indians and their habits. He tells of the explorers, the trails and the old roads of Kings County. He describes in an intimate manner the history of the various communities of Kings County and discusses the pioneer life in his section. Industrial, agricultural, and institutional factors are presented in a manner which makes the history of Kings County exceptionally interesting.

\* \* \*

## Art for Schools

**H**AROLD E. GREGG, Director of Art Education, Sonoma County,\* is author of *Art for the Schools of America*, a beautifully printed and illustrated large-format book of 200 pages published by International Textbook Company, Scranton, Penna.; price \$2.

This new addition to Arts and Industries Series, issued by this company, is of great help to all elementary classroom teachers and has a significant place in public school art development.

California can well be proud of the competent author and his praiseworthy book.

\* Now supervisor of art, New Castle County, Delaware.

## Announcing . . A NEW SERIES OF LITERATURE TEXTBOOKS of Special Interest to California Schools

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Smith, and Abney

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Fact and Fancy
- (2) Your World in  
Prose and Verse
- (3) Expanding  
Literary Interests

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by Sharp, Tigert, Mann  
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#### TITLES

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Literary Trails
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in Literature
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### In Memoriam

#### California School People Recently Deceased

Flora N. Cohn, for many years an active worker and leader in California Teachers Association and in many civic and professional groups, taught at Carthay Center School, Los Angeles.

Head of Los Angeles Elementary Teachers Club Needlework Guild, active in Red Cross work, CTA Southern Section Bureau of Welfare, NEA Department of Classroom Teachers, and ATOLA, she worked valiantly and faithfully in home, in church, and school.

Of her, the Carthay Center School faculty wrote, in a beautiful tribute, "Miss Cohn's gentle presence was a benediction. She possessed the moral power that comes from an active sense of right, from doing her part to make truth, justice and beauty prevail in the world. She was a Teacher!"

At a recent meeting of CTA Southern Section Council, the members stood for a moment in silent remembrance of and honor to this noted Southern California schoolwoman.

Judson A. Ager, age 80, for 28 years President of the Board of Trustees of Siskiyou Joint Union High School District. Mr. Ager was one of the progressive men who organized Siskiyou Joint Union High School District in 1914 and remained as President of the Board from its organization until his death. He also had served

several times as chairman of Siskiyou County Board of Supervisors. He was a friend of Youth and of Education, a thoughtful and progressive man.

John W. Luttrell, age 54, formerly principal of Mount Shasta Elementary School, formerly a member of Siskiyou County Board of Education, and for more than 25 years an outstanding educator in Siskiyou County Schools.

\* \* \*

### Inter-America

#### The Inter-American Demonstration Center Project

**I**NTER-AMERICAN Demonstration Center Project is a responsibility of United States Office of Education in cooperation with the Coordinator of Inter-American Affairs.

The centers, about 25 in number, are scattered throughout the country from New York to California, and from Michigan to Texas.

Centers were chosen primarily because they were already doing significant work in the study of the other American Republics. Since it seemed wise to have a variety of situations illustrated, schools of the following types are included: City, small town, parochial, county system, teachers college, university, State department of education, and a private school. Elementary, junior

### Alice and Jerry

**R**OW, Peterson and Company, publishers of the famous Alice and Jerry Series, have issued recently *Engine Whistles*, grade 5, and *Runaway Home*, grade 6. The series is now complete through the intermediate grades.

Purpose of the program is to provide systematic instruction in basic reading-skills beyond the primary grades—a point where most instruction ceases. This aim gives rise to dual achievements. As proficiency in reading increases, interest in reading is heightened, a fact of no small importance, since at this period interest too often lags, or, indeed, dies out completely.

Like the others in the series, these two new delightful readers each presents a continuous story.

and senior high schools, and college levels are represented.

In addition to an office coordinator and a project supervisor, the Office of Education has a staff of three field representatives who will work in close cooperation with the centers through a local coordinator.

#### How Does the Program operate?

In addition, there will be special consultants in fields such as music, art, social studies and curriculum, who will be available to centers for short periods of time.

The Inter-American Demonstration Center Project will be able to draw upon other Office of Education services in the field of Inter-American studies. These include Latin-American exhibits, packets from the Information Exchange, and some free materials from the Service Center. Provision will be made for the exchange of ideas and materials among the centers.

#### What is the Purpose of the Centers?

The establishment of centers has for its purpose the development of a better understanding and a greater appreciation of the other American Republics among children, young people, and adults. Some schools will accomplish this purpose through integrating the idea into existing courses, through developing new activities, through giving new and different emphasis to Inter-American studies.

Others will accomplish their purpose by introducing new courses into the curriculum, by setting up workshops, and by other means. The Office of Education has no program to impose, but expects each center to develop an Inter-American program in keeping with its interests, needs, and resources.

## CALENDAR OF COMING EVENTS

**March 7**—Association for Childhood Education Central Section; meeting. Fresno State College.

**March 7**—Association for Childhood Education Southern Section; breakfast. Mens University Club, Los Angeles.

**March 7-14**—California Conservation Week; 8th annual observance.

**March 7-April 21**—Audubon Wild Life Tours, Palm Springs-Salton Sea; auspices National Audubon Society; address C. A. Harwell, 114 Sansome Street, room 617; San Francisco.

**March 14**—CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**March 14**—Central California Junior College Association; spring meeting. Porterville.

**March 18, 19**—Conference on Children and The Theater at Stanford University, co-sponsored by Palo Alto Children's Theater and Department of Speech and Drama of Stanford University.

**March 21**—California Elementary School Principals Association, Southern Section; conference. San Bernardino.

**March 21**—California Scholarship Federation; Northern region student conference. Santa Rosa.

**March 28**—California Business Educators Association; 9th annual conference. Polytechnic High School, Los Angeles.

**March 28-April 2**—Music Educators National Conference. Milwaukee.

**March 30, 31 and April 1**—California Association for Health, Physical Education and Recreation; 12th annual conference. Sacramento.

**April 2, 3**—NEA Department Classroom Teachers; regional conference. Salt Lake City.

**April 4**—School Library Association of California Northern Section; book brunch and council meeting, 11 a. m. Womens City Club, San Francisco.

**April 6-11**—Association for Childhood Education; annual convention. Buffalo.

**April 10, 11**—CTA State Council of Education; annual meeting. Board of Directors and State Committees, meetings. Palace Hotel, San Francisco.

**April 11**—Association of California Secondary School Principals Sections 14-21, Glendale; 10-13, Fresno.

**April 11**—Association for Childhood Education Central Section; annual picnic. Fresno.

**April 15-18**—American Association for Health, Physical Education and Recreation; annual convention. Hotel Roosevelt, New Orleans.

**April 18**—California Western Music Educators Conference Bay Section; meeting. Santa Rosa.

**April 18**—Association of California Secondary School Principals Sections 1, 7-9. Redding.

**April 18**—Southern California Junior College Association; spring conference. Pomona Junior College.

**April 18**—California Elementary School Principals Association Southern Section; conference. Placentia.

**April 25**—California Secondary School Conference. 9:30 a. m.-2:30 p. m. Hotel Whitcomb, San Francisco. For lunch reservations address Harry Hansell, 420 Castenada Avenue, San Francisco.

**April 25**—Northern California Band, Orchestra, and Choral Festival. Santa Cruz.

**April 25**—Association of California Secondary School Principals Sections 2-6. San Francisco.

**April 25**—California Scholarship Federation; Central region student conference. Redwood City.

**April 27-May 2**—California Public Schools Week; 23rd annual observance. Charles Albert Adams, state chairman.

**May 1, 2**—Roundtable Conference. San Diego State College.

**May 1, 2**—American Council on Education; annual meeting. Washington, D. C.

**May 2**—California Elementary School Principals Association Southern Section; conference. University of California, Los Angeles.

**May 2-9**—Eighth Pan-American Child Congress. Washington, D. C.

**May 4-6**—Institute for Education by Radio annual meeting. Deshler-Wallick, Columbus, Ohio.

**May 9**—Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**May 9**—California Scholarship Federation; Southern region student conference. Compton.

**May 9**—School Library Association of California Northern Section; annual spring meeting. San Jose.

**May 17**—Citizenship Recognition Day.

**May 18-20**—National University Extension Association; annual meeting. State College, Penna.

**June 6**—Association for Childhood Education Southern Section; annual homecoming luncheon. University of California at Los Angeles.

**June 22-27**—American Library Association; 64th annual conference. Milwaukee.

**June 28-July 2**—National Education Association; annual convention. Denver.

**July 6-17**—National League of Teachers Associations; 17th annual League College. At Colorado State College of Education, Greeley. Address Helen F. Holt, 1543 B, Santa Clara Avenue, Alameda.

**July 6-17**—NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

**July 8-10**—World Federation of Education Associations; convention. Montreal, Canada.

**August 7-10**—Third California Conservation Conference. Santa Barbara.

**October**—Pan-American Exposition; celebrating 450th anniversary of the discovery of America. Buenos Aires, Argentina.

**October 3**—CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**November 21**—CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

California Teachers Association provides placement service for its members at nominal cost.

Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.



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Low priced car . . . . .	4514 hours	1095 hours
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Year's supply of soap for average family . . . . .	30 hours	11 hours

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